

I N H A L T

1	Einleitung.....	3
1.1	Termine und Fristen.....	3
1.2	Der Bachelor Studiengang.....	3
1.3	Der Master Studiengang.....	5
1.4	Wichtige Hinweise zum Anmeldeverfahren.....	5
1.5	Orientierungseinheit für Studienanfänger	7
2	Vorlesungen.....	8
2.1	Vorlesung moderne Sprachwissenschaft.....	8
2.2	Vorlesung historische Sprachwissenschaft.....	9
2.3	Vorlesungen Literaturwissenschaft.....	10
2.4	Vorlesung Kulturwissenschaft.....	11
3	Einführungsveranstaltungen.....	13
3.1	Introduction to English Phonology and Phonetics.....	13
3.2	Introduction to Linguistics.....	13
3.3	Introduction to the Study of English Literatures.....	14
4	Proseminare.....	15
4.1	Proseminar I Sprachwissenschaft.....	15
4.2	Proseminar II historische Sprachwissenschaft (Überblick).....	21
4.3	Proseminar II historische Sprachwissenschaft (Periode).....	22
4.4	Proseminar II moderne Sprachwissenschaft (B.A.).....	24
4.5	Proseminar I Literaturwissenschaft.....	25
4.6	Proseminar II Literaturwissenschaft.....	29
4.7	Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde.....	37
4.8	Proseminar I Kulturwissenschaft (theoretisch).....	40
4.9	Proseminar II Kulturwissenschaft/Landeskunde.....	41

5	Hauptseminare.....	43
5.1	Hauptseminare Sprachwissenschaft.....	43
5.2	Hauptseminar Literaturwissenschaft.....	46
6	Kolloquien.....	51
7	Oberseminare.....	52
8	Examensvorbereitung.....	53
8.1	Sprachwissenschaftliche Repetitorien.....	53
8.2	Text in Context.....	54
8.3	Vorbereitungskurs für Examenskandidaten.....	54
9	Grundlagenkolloquien.....	55
9.1	Grundlagenkolloquium Sprachwissenschaft.....	55
9.2	Grundlagenkolloquium Literaturwissenschaft.....	55
10	Sprachpraxis.....	56
10.1	Pronunciation Practice/Begleitkurs Phonetik.....	56
10.2	Grammar/Grammar and Style I.....	57
10.3	Grammar and Style I for Repeat Students.....	57
10.4	Writing/Writing I.....	58
10.5	Translation into English/Translation I.....	58
10.6	English in Use.....	59
10.7	Advanced Writing/Writing II.....	60
10.8	Stylistics/Grammar and Style II.....	61
10.9	Translation II (E-G).....	62
10.10	Advanced English in Use.....	63
11	Fachdidaktik.....	64
12	Ethisch-Philosophisches Grundstudium.....	65
13	Lektürekurse.....	66
14	Übergreifende Kompetenzen.....	66

1 Einleitung

Die Kommentierten Ankündigungen enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren, die Teilnahmevoraussetzungen, Leistungspunktevergabe und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten Aprilwochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: <<http://www.as.uni-hd.de>>. Der Redaktionsschluß dieser Druckversion war der 10. Januar 2009.

1.1 Termine und Fristen

Allg. Vorlesungsbeginn am Anglistischen Seminar: Dienstag, 31. März 2009

Ende der Vorlesungszeit: Samstag, 11. Juli 2009

Vorlesungsfreie Tage:

10. April – 13. April (Ostern); 1. Mai (Tag der Arbeit); 21. Mai (Christi Himmelfahrt);
1. Juni (Pfingstmontag); 11. Juni (Fronleichnam)

Reading Week: Mo, 1. Juni – Fr, 5. Juni 2009

Orientierungseinheit für Studienanfänger: Mittwoch, 25. März 2009

Anmeldefrist (online Kurswahl): 9. März bis einschließlich 26. März 2009

1.2 Der Bachelor Studiengang

Seit Wintersemester 2007/2008 bietet das Anglistische Seminar folgende Bachelor-Studiengänge an:

- 25% B.A. Englische Sprachwissenschaft
- 25% B.A. Englische Literaturwissenschaft
- 25% B.A. Englische Kulturwissenschaft
- 50% B.A. Englische Sprach-, Literatur- und Kulturwissenschaft
- 75% B.A. Englische Sprach-, Literatur- und Kulturwissenschaft

1 EINLEITUNG

Welche Lehrveranstaltungen Sie im Bachelor belegen sollten, sehen Sie am besten an der Modularisierung, die Sie in der Rubrik “Im Studium/Prüfungsangelegenheiten” von unserer Homepage herunterladen können. Selbstverständlich werden Sie auch am Orientierungstag informiert.

Die Modulzugehörigkeit der Lehrveranstaltungen finden Sie im vorliegenden Dokument jeweils in einer kleinen Tabelle unter der Kapitelüberschrift. Dort finden Sie auch Angaben über die jeweils vergebenen Leistungspunkte (weitere Details dazu stehen zum Teil in den einzelnen Kursbeschreibungen).

Die Namen der Kurstypen haben sich zum Teil gegenüber den Bezeichnungen im Lehramts- und Magisterstudiengang geändert. Im vorliegenden Vorlesungsverzeichnis werden immer beide Bezeichnungen geführt; zuerst die neue Bezeichnung, und dann, durch einen Schrägstrich getrennt, die alte. z. B. bedeutet „Grammar/Grammar and Style I“, dass B.A.-Studierende hier einen „Grammar“ Schein erwerben können, während Lehramts- und Magisterstudierende den Schein „Grammar and Style I“ erwerben können.

Die weniger offensichtlichen Fälle sind in folgender Tabelle verzeichnet:

Aktuelle Bez.	B.A.	Lehramt und Magister
Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde	Proseminar I Kulturwissenschaft (anwendungsorientiert)	Landeskunde
Proseminar I Kulturwissenschaft (theoretisch)	Proseminar I Kulturwissenschaft (theoretisch)	-- kein Schein --
Proseminar II Kulturwissenschaft/ Landeskunde	Proseminar II Kulturwissenschaft	Landeskunde
Proseminar II moderne Sprachwissenschaft	Proseminar II moderne Sprachwissenschaft	Proseminar I Sprachwissenschaft
English in Use	English in Use	-- kein Schein --
Advanced English in Use	Advanced English in Use	-- kein Schein --

In den besonders verwirrenden Rubriken Landeskunde und Proseminar I Sprachwissenschaft werden die Lehrveranstaltungen noch einmal extra unter diesen Überschriften gruppiert.

1.3 Der Master Studiengang

Seit Sommersemester 2009 bietet das Anglistische Seminar den konsekutiven Master-Studiengang English Studies an, der im Haupt- oder Begleitfach jeweils mit einem Schwerpunkt in Literatur- oder in Sprachwissenschaft studiert werden kann.

Welche Lehrveranstaltungen Sie im Master belegen sollten, sehen Sie am besten an der Modularisierung, die Sie in der Rubrik „Im Studium/Prüfungsangelegenheiten“ von unserer Homepage herunterladen können. Selbstverständlich werden Sie auch am Orientierungstag informiert.

Die Modulzugehörigkeiten der Lehrveranstaltungen finden Sie im vorliegenden Dokument jeweils unter der Kapitelüberschrift. Dort finden Sie auch Angaben über die vergebenen Leistungspunkte (weitere Details dazu stehen zum Teil in den einzelnen Kursbeschreibungen).

1.4 Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

1. Persönliche Anmeldung
2. Online-Formularanmeldung (“Kurswahl”)

Persönliche Anmeldung

Ab Erscheinen der *Kommentierten Ankündigungen* können Sie sich in den Sprechstunden der Kursleiterinnen und Kursleiter persönlich anmelden. Dieser Anmeldemodus gilt in der Regel für alle Seminare (Pro-, Haupt- und Oberseminare), Kolloquien, Landeskunde und andere Kurse, die mit dem Vermerk “persönliche Anmeldung” gekennzeichnet sind.

Online-Formularanmeldung (“Kurswahl”)

Kurstypen mit diesem Anmeldemodus (Einführungsveranstaltungen und -tutorien, sprachpraktische Übungen, Fachdidaktik) sind durch einen entsprechenden Hinweis (“Anmeldung per Online Formular”) gekennzeichnet.

Am Tag nach Ablauf der Anmeldefrist werden die Listen mit den Kursen und ihren jeweiligen Teilnehmer/inne/n am Institut ausgehängt; außerdem können Sie in „SignUp“ online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Regeln der Anmeldung:

Sie müssen sich für mindestens zwei – bei manchen Kursen für mindestens vier – der angebotenen Kurse anmelden. Diese Regelung ist erforderlich, um eine gleichmäßige Verteilung der Studierenden auf alle Kurse und damit die bestmögliche Betreuung zu gewährleisten.

1 EINLEITUNG

Ihre Kurswahl können (und müssen) Sie je nach Ihren Dispositionen priorisieren. Die Prioritäten können Sie mit den Zahlen 1 bis 9 gewichten. 1 ist die niedrigste, 9 die höchste Priorität. Gewichten Sie also den Kurs, der am ehesten Ihren Wünschen entspricht, mit 9 Punkten und die weiteren Kurse mit entsprechenden niedrigeren Prioritäten, den zweiten Kurs also mit 8, den dritten mit 7 etc.

Beispielsweise könnte Ihre Anmeldung zu *Pronunciation Practice BE* so aussehen, wenn Sie lieber einen Kurs am Mittwoch besuchen möchten, aber auch am Freitag Zeit hätten:

Pronunciation Practice, Zipp, Wednesday 11.15 – 12.00 9 Punkte

Pronunciation Practice, Zipp, Friday 11.15 – 12.00 4 Punkte

Der Zeitpunkt der Anmeldung während der Anmeldefrist hat keinen Einfluß auf die Berücksichtigung Ihrer Wünsche. Wer sich sehr früh anmeldet wird nicht anders behandelt als jemand, der sich eher spät anmeldet. Während des Anmeldezeitraums können Sie Ihre Auswahl jederzeit einsehen und auch verändern. Nach Ende der Anmeldefrist ist dies nicht mehr möglich. Die Verteilung der Studierenden auf die Kurse erfolgt, soweit dies realisierbar ist, nach Ihren Wünschen. Besonders aussichtsreich ist übrigens die Wahl von Kursen, die montags oder freitags stattfinden.

Alle Studierenden benötigen für den Zugang zum eigenen SignUp-Konto den Nachnamen (erster Buchstabe groß!), die Matrikelnummer und das Passwort des URZ-Kontos. Der Zugang zu SignUp erfolgt über das Login: <<http://signup.uni-hd.de>>. (Wählen Sie dort “Studierende” und “Anglistik”, dann “Login”).

Alle Studierenden, die noch über kein Paßwort zu ihrem URZ-Konto verfügen, erhalten dieses auf der folgenden Webseite des Universitätsrechenzentrums: <<http://web.urz.uni-heidelberg.de/Allgemein-Info/ben-verw/stud-bi.html>>

Zur Anmeldung für die Teilnahme an einem Kurs wählen Sie in Ihrem “SignUp”-Konto die ab Beginn der Anmeldefrist freigeschaltete Leiste “Kursauswahl” am linken Rand unter den Leisten “LogOut”, “Daten”, “Leistungen” etc. Dort wählen Sie dann den jeweiligen Kurstyp, zum Beispiel “Grammar/Grammar and Style I”, “Pronunciation Practice/Begleitkurse Phonetik AE” etc. Das weitere Vorgehen erklärt sich von selbst.

Auf der Homepage der Anglistik gibt es darüber hinaus in der Rubrik “SignUp” einen Bildschirmfilm, der das Anmelden vorführt.

Für Fragen und Probleme betreffend “SignUp” gibt es eine Hilfe-Funktion (Klick auf “Hilfe” in der oberen Zeile). Außerdem steht während der gesamten Anmeldezeiträume und am Tag der Veröffentlichung der Listen mit den Teilnehmer/innen ein Ansprechpartner zur Verfügung, den Sie per E-Mail (Klick auf “Feedback”) erreichen (geben Sie bitte Namen, Matrikelnummer und eine kurze Beschreibung des Problems an). Auch in der ersten Semesterwoche gibt es ausreichend Möglichkeit der Besprechung und Lösung individueller Probleme (s. Aushang).

1.5 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 25. März 2009 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplangestaltung, geben Tipps zur Organisation des Studienalltags und helfen bei einer ersten Orientierung im Seminar. Darüber hinaus bietet das Tutorium die Möglichkeit, sowohl Studierende als auch Lehrende in einem ungezwungenen Rahmen kennenzulernen. Für einen guten Start in das Studium wird die Teilnahme allen Studienanfängern dringend empfohlen.

gez. Kathrin Pfister

Bitte informieren Sie sich über aktuelle Änderungen am Schwarzen Brett des Seminars bzw. im Internet unter <<http://www.as.uni-hd.de>>. Bei abweichenden Angaben in <<http://lsf.uni-heidelberg.de>> ist immer die der Homepage Anglistik aktuell.

Endredaktion: H. Jakubzik & D. Hock
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2 Vorlesungen

2.1 Vorlesung moderne Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Linguistic Core Studies	25% Sprachwissenschaft, 50% oder 75% 2.-3. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

4.0 credit points (CP)

Master Hauptfach: Intermediate Studies in English Linguistics, Advanced Studies in English Linguistics

Master Begleitfach: Essential Intermediate Studies English Linguistics, Lectures in English Linguistics

Microsociolinguistics

Prof. B. Glauser Wednesday and Thursday 12:15 – 13:00 SGU1017 2 hrs.

Macrosociolinguistics deals with the way societies handle their linguistic resources (diglossia, bi-/multilingualism, language shift, ...). Microsociolinguistics is a change of perspective: how do individuals act/react sociolinguistically. The central topic is the analysis of linguistic variation depending on social class, age, gender and ethnicity, but address forms, the ethnography of communication, discourse are microsociolinguistic topics as well. The aim of this lecture course is thus to give an overview of the development from static linguistics to variationist thinking.

Course requirements: Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP)

Linguistic Pragmatics

Priv.-Doz. Dr. S. Kleinke Wednesday 16:15 – 17:45 110 2 hrs.

Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. This lecture aims to provide an overview of the major sources listeners can rely upon when they attempt to interpret utterances beyond their literal meaning.

The course will begin with a brief survey of the development of pragmatics as an independent branch of linguistics and a clarification of its relations to neighbouring disciplines. This will lead us to the basic concepts and notions of linguistic utterances as communicative acts. We will deal with the various techniques of pointing (deixis), as well as the notion of reference. The second part of the

lecture will focus on interactional aspects of communication. Among the topics to be discussed in this area are speech acts and speech act theory (Austin, Searle, direct and indirect speech acts, illocutionary roles, etc.) as well as Grice's co-operative principle, its conversational maxims, implicatures, the notion of relevance (Sperber/Wilson) and Levinson's presumptive meanings. The third part of the class will be devoted to a detailed introduction to major theories of linguistic politeness (Brown/Levinson's concept of face, Leech's pragmatic principle of politeness and Watts' interactionally constructed 'Politeness 1'). Finally the concept of linguistic rudeness will be introduced as a separate pragmatic principle.

Texts: Recommended for introductory reading: Bublitz, W. (2001): *Englische Pragmatik. Eine Einführung*. Berlin. Chapter 1.

Course requirements: Regular attendance (1 CP), course preparation and final exam (3 CP).

2.2 Vorlesung historische Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

4.0 credit points (CP)

Master Hauptfach: Intermediate Studies in English Linguistics, Advanced Studies in English Linguistics

Master Begleitfach: Essential Intermediate Studies English Linguistics, Lectures in English Linguistics

A short history of English to 1700

Prof. J. Insley Wednesday 13:15 – 14:45 110 2 hrs.

The aim of this course of lectures is to provide a short history of English from its Germanic origins to the end of the Early Modern English period around 1700. The course will include a brief survey of the major developments in phonology and morphology, as well as of the key elements in the development of English vocabulary. Due attention will be given to the external factors influencing the history of English, in particular, to the Danish Invasions of the late Old English period, the Norman Conquest and the Reformation. The history of texts and the relevance of incidental information, such as that provided by place-names will be taken into account. Previous accounts of the history of English will be subjected to critical scrutiny.

Texts: A bibliography will be provided in the first session.

Course requirements: Regular attendance (1 CP), course preparation/homework assignments (2 CP) and final exam (1 CP).

2.3 Vorlesungen Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Literary Core Studies	25% LW, 50% oder 75% 2.-3. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

4.0 credit points (CP)

Master Hauptfach: Intermediate Studies in Literature, Advanced Studies in Literature

Master Begleitfach: Essential Intermediate Studies Literature, Lectures in Literature

Der englische Roman im 19. Jahrhundert

Prof. R. Schäffner Donnerstag 14:15 – 15:45 110 2 st.

Die Vorlesung versteht sich als eine Einführung in die Geschichte des englischen Romans im 19. Jahrhundert. Ein Hauptaugenmerk wird auf der Wechselwirkung zwischen gesellschaftlichen, politischen, geistes- und literaturgeschichtlichen Entwicklungen liegen. Besondere Berücksichtigung finden die *Gothic Novel*, Mary Shelley, Jane Austen und Walter Scott sowie die viktorianischen Romanciers Charles Dickens, William M. Thackeray, die Brontës, Elizabeth Gaskell, George Eliot, George Meredith, Thomas Hardy und Joseph Conrad.

Scheinerwerb: Regelmäßige Anwesenheit und Mitarbeit (1 LP), Vor-/Nachbereitung (2 LP) und Abschlussklausur (1 LP).

The American Novel: Beginnings to American Renaissance

Prof. D. Schloss Wednesday 11:15 – 12:45 108 2 hrs.

For a long time, the writers of the American Renaissance, in particular Edgar Allan Poe, Nathaniel Hawthorne, and Herman Melville, were regarded as the founders of a native American prose tradition. This tradition, associated with the term “romance”, was contrasted with the European novel: While European novelists seemed preoccupied with the external world – a social universe made up of different classes each exhibiting its own code of manners –, American romance writers appeared to focus on the single individual and the inner drama of the soul. To many critics, the romance tradition exemplified core values of the United States, such as democracy, individualism, and dissent; it was also considered to have prepared the way for literary Modernism. In the past two decades, however, the centrality of the American-Renaissance writers has been challenged. Critics have made us aware of the existence of other novelistic traditions, such as the sentimental novels of the founding era and the domestic novels of the ante-bellum period. Written mostly by women for women and commercially

highly successful, sentimental and domestic novels are didactic in approach – they want to morally reform their readers and their society – and they retain a communal outlook, placing these novels in sharp contrast to the non-conformist aesthetics and individualistic vision of the novels of the American Renaissance.

This lecture course will make students familiar with the variety of novelistic traditions in the United States before the Civil War. We will not only look at the way the novels ‘reflect’ contemporary reality, but also assess the ways in which they interact with this reality and perform ‘cultural work’. The following works will be discussed in detail: Hannah Webster Foster, *The Coquette* (1797), Charles Brockden Brown, *Arthur Mervyn* (1799), James Fenimore Cooper, *The Last of the Mohicans* (1826), Nathaniel Hawthorne, *The Scarlet Letter* (1850), Herman Melville, *Moby-Dick* (1851), Maria Susanna Cummins, *The Lamplighter* (1854), and Harriet Beecher Stowe, *Uncle Tom’s Cabin* (1852).

Texts: Foster, *The Coquette* in *The Norton Anthology of American Literature*, ed. Nina Baym, vol. A; Cooper, *The Last of the Mohicans* (Penguin Classics); Hawthorne, *The Scarlet Letter* (*Norton Anthology*, vol. B); and Beecher Stowe, *Uncle Tom’s Cabin* (Norton Critical Editions).

Course requirements: For B.A. students: Regular attendance (1 CP), regular homework assignments (2 CP), final exam (1 CP).

2.4 Vorlesung Kulturwissenschaft

Bachelor-Modul	Studiengang/Semester
Cultural Core Studies	25%, 50% oder 75% Kulturwiss. 2.-3. Semester
Intermediate Studies Culture	25% Kulturwiss. 4.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

4.0 credit points (CP)

Introduction to Cultural Studies (2): Themes and Issues

Dr. S. Herbrechter Thursday 09:15 – 10:45 108 2 hrs.

Cultural studies has established itself as a subject in its own right. From its origins as a political and didactic project it had to transform itself in order to fit within existing and changing parameters of the university. This lecture series, over the course of two semesters, follows the history of cultural studies’ gradual institutionalisation and critically evaluates the transformation of its knowledgebase from “emergent” into “residual” (Raymond Williams) knowledges. To what extent has cultural studies, which set out to dissolve the canon in various disciplines (English, sociology, psychology, philosophy,

2 VORLESUNGEN

etc.), constructed its own canon? What kind of knowledges does cultural studies produce and what other knowledges does it exclude?

While the first part (WS 2008-9) of this *Vorlesung* investigated the (political, methodological, ethical etc.) strategies of cultural studies (or its “critical practices”) with a particular emphasis on the question of interdisciplinarity, the second part (SS 2009) focuses on the themes and issues (or “cultural practices”) cultural studies tends to investigate.

Objectives: On successful completion of the course, students will be able to demonstrate:

1. understanding of the importance of the main “issues and themes” that have shaped and continue to influence cultural studies;
2. competence in evaluating the genealogy of cultural themes and issues as interdisciplinary objects of study;
3. understanding of the process of knowledge formation in cultural studies and the political nature of culture in general.

Content: The course provides a mainly synchronic survey of current issues and themes that constitute cultural studies as an interdisciplinary project and academic subject. It starts from cultural studies’ political notion of culture and analyses cultural texts and practices that are concerned with negotiating and constructing “discursive objects” like “truth”, “politics”, “identity”, “class”, “race”, “childhood”, “literature”, etc.

Texts: Barker, Chris (2000) *Cultural Studies*, London: Sage.

Barker, Chris (2002) *Making Sense of Cultural Studies*, London: Sage.

Belsey, Catherine (2002) *Critical Practice*, repr., London: Routledge.

Cavallaro, Dani (2001) *Critical and Cultural Theory*, London: Athlone/ Continuum.

Hall, Donald E. (2004) *Subjectivity*, London: Routledge.

Lewis, Jeff (2001) *Cultural Studies: the Basics*, London: Sage.

Mansfield, Nick (2001) *Subjectivity: Theories of the Self from Freud to Haraway*, New York: New York Univ. Pr.

Murphie, Andrew, and John Potts (2003) *Culture and Technology*, Hounds mills: Palgrave.

Oswell, David (2006) *Culture and Society: An Introduction to Cultural Studies*, London: Sage.

Thwaites, Tony, et al. (2002) *Introducing Cultural and Media Studies*, London: Palgrave.

Course requirements: Regular attendance (1 CP), course preparation/homework assignments (2 CP) and exam (1 CP).

3 Einführungsveranstaltungen

3.1 Introduction to English Phonology and Phonetics

Priv.-Doz. Dr. R. Raffelsieben Monday 13:15 – 14:45 NU HS 10 2 hrs.

Bachelor-Modul	Studiengang/Semester
Phonetics	25% Sprachwiss., 25% Literaturwiss. oder 25% Kulturwissenschaft, 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3.5 credit points (CP)

After introducing the system of distinctive speech sounds (phonemes) in standard British and American English, I will present rules for combining such sounds in simplex words, affixed words and phrases. The study of phonemes and their rules of combination are parts of phonology. The actual pronunciation of phonemes is influenced by the context within which they occur, an aspect of sound structure referred to as phonetics. There will be both a midterm exam (ungraded) and a final exam (graded), consisting of a transcription and a theoretical part.

In addition to the lecture, students need to take a Begleitkurs Phonetik (AE or BE) in the language lab (Zentrales Sprachlabor), preferably in the same semester.

Registration: You do not need to register for the lecture, but sign up online for the Begleitkurs.

Texts: A reader which includes all course materials will be available.

Recommended additional text: Skandera/Burleigh (2005) A manual of English phonetics and phonology. Gunter Narr Verlag. Tübingen.

Course requirements: Regular attendance (1 CP), course preparation/homework assignments (1.5 CP) final exam (1 CP).

3.2 Introduction to Linguistics

Anmeldung per Online-Formular erforderlich.

Priv.-Doz. Dr. S. Kleinke Thursday 11:15 – 12:45 Heuscheuer I 2 hrs.

Bachelor-Modul	Studiengang/Semester
Introduction to Linguistics	25% Sprachwissenschaft, 1. Semester
Introduction Module	50% oder 75% 1. Semester

5.0 credit points (CP)

3 EINFÜHRUNGSVERANSTALTUNGEN

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics, and conclude with a survey of historical linguistics, covering the main developments from Old English to Present-Day English. There will be an accompanying compulsory tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, the main issues treated in the lecture will be repeated and applied in practical exercises.

Texts: A reader with texts for the lecture class and tutorials will be available, but students may want to obtain one of the textbooks listed below (in alphabetical order, not in order of recommendation).

Laurel Brinton. 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: John Benjamins.

Stephan Gramley and Kurt Michael Pätzold. 2004. *A Survey of Modern English*. London: Routledge.

Ernst Leisi und Christian Mair. 1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Paul Georg Meyer et al. 2002. *Synchronic English Linguistics: An Introduction*. Tübingen: Narr.

Course requirements: Regular attendance of lecture course (1 CP) and tutorials(1 CP), preparation/homework (2 CP), final test (1 CP)

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (10.1.2009) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

3.3 Introduction to the Study of English Literatures

Anmeldung per Online-Formular erforderlich.

Prof. P. Schnierer Monday 11:15 – 12:45 NUni HS 15 2 hrs.

Bachelor-Modul	Studiengang/Semester
Introduction to Literature	25% Literaturwissenschaft, 1. Semester
Introduction to Literature	25% Kulturwissenschaft, 1. Semester
Introduction Module	50% oder 75% 1. Semester

5.0 credit points (CP)

This course of lectures in English is designed to introduce you to the basics of our craft. Under the headings of “Literature and Text”, “Literary History”, “Literary Analysis” and “Interpretation” we shall address questions ranging from the simple (“What is the difference between an ellipsis and a lipogram?”) via the difficult (“Are computer games literature?”) to the unanswerable (“What exactly is good about Shakespeare?”)

There will be an accompanying compulsory tutorial where advanced students will (a) introduce you to the techniques and tools you need in your course of studies, (b) go over the lecture's central issues again and (c) clarify what I may have left opaque. Nevertheless, I would like to encourage you to ask questions before, after and – emphatically – also during lectures.

Texts: In the first meeting you will get an accompanying reader with selected texts. I will also repeatedly refer to a handful of texts which I cannot reprint in full and which you ought to have read by the middle of May: William Shakespeare's *Hamlet*, T.S. Eliot's *The Waste Land* (don't expect to understand much of it yet) and Daniel Defoe's *Robinson Crusoe*.

Course requirements: For B.A. students: Regular attendance of lecture course (1 CP) and tutorials (1 CP), preparation/homework (2 CP), final test (1 CP)

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (10.1.2009) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

4 Proseminare

4.1 Proseminar I Sprachwissenschaft

Anmerkung für Magister und Staatsexamen: Studierende im Studiengang Magister oder Staatsexamen können auch einen Schein PS I Sprachwissenschaft in den Kursen **Proseminar II moderne Sprachwissenschaft (B.A.)** (siehe Seite 24) erwerben.

Bachelor-Modul	Studiengang/Semester
Linguistic Core Studies	25%, 50% oder 75% Sprachwissenschaft 2.-3. Semester

5.0 credit points (CP)

Introduction to Semantics

Priv.-Doz. Dr. R. Raffelsiefen Friday 14:15 – 15:45 113 2 hrs.

This course is an introduction to linguistic meaning, including the meaning of words, sense relations among words, and the effects of combining words into phrases or sentences.

Texts: A reader which includes all course materials will be available.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and final exam (2 CP). There will be weekly homework assignments and a written exam at the end of the course.

A New Theory of How Children Acquire Language

Dr. M. Schiffmann Monday 11:15 – 12:45 108 2 hrs.

In recent years Charles Yang, a linguist and psychologist at Yale University, has developed an audacious new theory of language acquisition which combines Noam Chomsky's theory of Universal Grammar (UG) with Charles Darwin's theory of natural selection. Starting from Chomsky's idea that children are born with a full-fledged menu of all possible natural languages wired into their brains, Yang comes to the startling conclusion that the native languages we end up with are actually learnt by unlearning all the others. Just as certain organisms didn't manage to survive their natural environment in the course of evolution, languages we once all carried within us as a potential – had I been born in Shanghai, I would now not speak German and English, but Chinese – are progressively weeded out by the linguistic data in our environment. Language acquisition is learning by “forgetting” what could have been.

The seminar will be based on Yang's book *The Infinite Gift* and additional material which I will bring in as this well-written book is sometimes a little bit *too* easy. Check out my website <www.againstthecrimeofsilence.de> for introductory handouts for each of the eight chapters. Some of them are already posted, and the others will be by the beginning of the semester.

Texts: Charles Yang, *The Infinite Gift. How Children Learn and Unlearn the Languages of the World*, Scribner, New York 2006, € 21,90. The book will also be available as Xerox and in electronic form, and moreover, cheaper copies can be bought via amazon.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper or exam (2 CP).

What's in the Mind? – Linguistics as Cognitive Science

Dr. M. Schiffmann Monday 16:15 – 17:45 122 2 hrs.

As everybody knows, linguistics can be quite boring, but the guys who wrote the book this seminar is based on have tried their best to demonstrate that this is not necessarily the case. Once the tools of linguistic theory such as the analysis of sounds into phonemes, of words into morphemes, the drawing of syntactic trees, etc. are not seen as just some collection of arcane procedures, but as leading to deep insights into the inner workings of the human mind, the whole enterprise begins to make sense in a quite different way: In doing linguistics, we are learning something about ourselves.

Hence the title of the excellent new book by linguists Daniela Isac and Charles Reiss, *I-Language*, where “I” stands for “internal” and “individual”: Language as conceived by the authors is an internally represented system in the mind of each human person. How? In this seminar, you will learn that on a variety of levels: sounds, words, sentences; the variety – and fundamental unity – of human language ranging from Samoan and Basque to English and French and back; the philosophical and sociological implications of all this; and much more.

The seminar will also massively draw on the accompanying material that the authors of the book supply on the companion website <<http://linguistics.concordia.ca/I-language/>>. We will thus work quite a lot with the new seminar facilities such as beamers and internet access via W-LAN.

Texts: Daniela Isac & Charles Reiss, *I-Language: An Introduction to Linguistics as Cognitive Science*, Oxford University Press, Oxford 2008, € 25,99.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper or exam (2 CP).

Introduction to English Morphology and Word Formation

A. Buschkühl Thursday 11:15 – 12:45 112 2 hrs.

Morphology studies the structure and classification of words. However, what exactly is a word? Can we divide words into smaller units? How can speakers of a language form new words? Are there any rules which they follow to make the new words acceptable in the linguistic community? These and other questions will form the basis of this seminar. The focus will not lie so much on reviewing different linguistic theories as on a hands-on approach to understanding important morphological processes at work. To gain a deeper understanding of the English morphological system we will also consider its historical background and its position in relation to other languages of the world.

Registration: To register please send an e-mail to <anne.buschkuehl@urz.uni-heidelberg.de>.

Texts: Course material will be provided in the seminar folder.

Preparatory Reading: Brinton, Laurel J. 2000. ‘The Internal Structure of Words and Processes of Word Formation in English.’ In *The Structure of Modern English. A Linguistic Introduction*. Amsterdam: John Benjamins. pp. 73-102.

Course requirements: Extensive reading and homework (1,5 CP), regular attendance and active participation (1 CP), short oral presentation or equivalent (1 CP), final exam (2 CP).

Perspectives on Language

Dr. F. Polzenhagen Tuesday 14:15 – 15:45 115 2 hrs.

Linguists have analysed and analyse their target field “language” from various specific perspectives. Dominant ways of approaching and viewing language(s) include: language as a system (in structuralism), language as a tool (in functionalism), language as an organ / instinct (in generative grammar), languages as families (in historical linguistics), language as cultural identity (romantic linguistics), languages as species (ecolinguistics). In the course, we will trace these and other influential conceptualisations of language in representative key texts of their major proponents (e.g. de Saussure, Jakobson, Chomsky, Jespersen, Whorf, Searle, Grice, Labov, Fillmore, Lakoff). The course is hence, first of all, a call for getting to know the various theoretical models through a close reading of their primary key texts. The second objective is to show that each of these expert models highlights certain aspects of ‘language’ and, in turn, hides others. Complementing the focus on “expert models”, the course participants will be asked to investigate “folk models” and “folk beliefs” of language in a small research assignment.

Texts: A reader with the course material and a course script will be available.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

Theories of Meaning: A Comparative Survey

Dr. F. Polzenhagen Wednesday 14:15 – 15:45 333 2 hrs.

This course will give an overview of influential theories of ‘meaning’. The objective of the course is to delineate and compare the specific perspectives taken by the various, often competing approaches. Each model will be introduced through key texts of its major proponents and will be illustrated by central case studies. Inter alia, we will look at truth-conditional semantics, at methods and concepts in the structuralist tradition (e.g. ‘sense relations’ and ‘componential analysis’), at cognitive-linguistic approaches (e.g. ‘cognitive models’, ‘conceptual metaphor’, ‘prototype semantics’) and at generative semantics. Broadening the perspective, we will also deal with pragmatic approaches to meaning, in particular with Searle’s speech-act theory and the Gricean cooperative principle.

Texts: A reader with the course material and a course script will be available.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

Analysing Literary Texts: A Joint Venture of Literary Studies and Linguistics

Dr. F. Polzenhagen and Dr. K. Frank Monday 11:15 – 12:45 113 and 14:15 – 15:45 333 4 hrs.

This is a two-in-one-seminar, combining what are normally two separate *Proseminare* in Linguistics and Literary Studies. Our aim is to show where these two fields overlap and how they can work together productively in the analysis of literary texts. To this end, we will be analysing a variety of texts from the 20th century: love poetry, modern versions of fairy tales (Angela Carter), two short novels (Ian McEwan’s *The Cement Garden* and Muriel Spark’s *The Prime of Miss Jean Brodie*) and several short stories as well as some argumentative texts. Our thematic focus will be on how the individual self situates and projects itself in its relationship to “the other” – the partner, the other sex, the society outside its family or peer group and people from different cultural backgrounds.

Note: Since this course combines two seminars, there will be **four hours of class** per week (Mo 11-13 and 14-16) with two teachers (Polzenhagen and Frank), and **two Scheine** will be acquired by successful participants. **It is not possible to take part in only one of the components;** it will have to be all or nothing.

Registration: Please register by e-mail: <Frank.Polzenhagen@gmx.net> or <Kerstin.Frank@as.uni-heidelberg.de>. Your registration with one of us will automatically count for the whole seminar.

Texts: A reader with the relevant texts will be provided.

Course requirements for each of the seminars (5.5 CP each):

Regular attendance and active participation in class discussions (1 CP), reading and preparation (1 CP), oral presentation (1 CP), short oral examination at the end of term (1 CP) and short term paper (1.5 CP; for linguistics: written version of the presentation, for literary studies: mid-term essay).

English in Britain and America

M. Zier Tuesday 16:15 – 17:45 110 2 hrs.

“It was decided almost two hundred years ago that English should be the language spoken in the United States. It is not known, however, why this decision has not been carried out.“

(George Mikes, *How to Scrape Skies*)

The above quote shows, in a humorous way, a well-known fact: British and American English differ in many ways. This seminar will deal with the differences between Standard British and Standard American English in the fields of phonology, orthography, grammar, and vocabulary. In addition, we will discuss some regional, social, and ethnic varieties on the British Isles and in the USA.

Registration: Please register via e-mail: <Martina.Zier@as.uni-heidelberg.de>

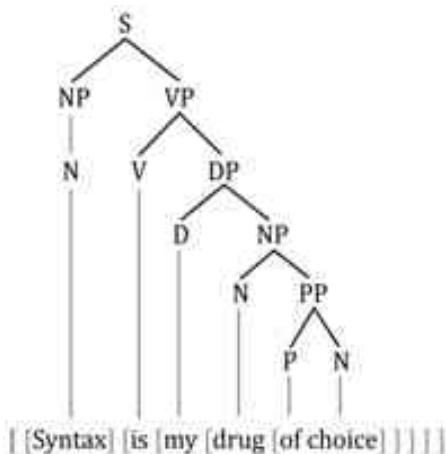
Texts: A detailed reading list will be available in the first session.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

Growing Trees – An informal introduction to formal syntax

N. Wenger Friday 11:15 – 12:45 108 2 hrs.

Understandably, you may have wondered what the heck upside-down trees have to do with syntax, the study of sentences.



But diagrams like the one above are not just theoretical phantasms to complicate your student life; rather, they reflect a fundamental property of human language, which – although evident – is often underrated: *hierarchical structure*.

Contrary to Johnny Everyman’s intuition that sentences are merely *linear* chains of words, there is plenty of evidence that words form subunits (*constituents*), which serve as the building blocks of sentences (have a close look at the tree above). This aspect of language lies at the heart of *formal syntax*.

4 PROSEMINARE

Growing Trees will not only introduce you to the joys of sentence analysis, but more generally, it will endow you with the analytical tools to tackle the hurdles of (the study of) English grammar. Put differently, not only will you learn how trees grow, but also how to grow trees.

Questions? Interested in botanical syntax? Drop me a message: <Wenger@em.uni-frankfurt.de>

Texts: Radford, Andrew (2009). *An Introduction to English Sentence Structure*. Cambridge: Cambridge University Press.

The book is scheduled to appear in February 2009. It is possible to pre-order it on *amazon.de* for the reasonable price of 25,99 €. It will also be made available in due time as a Xerox and/or in electronic form.

Course requirements: Regular attendance and active participation in class (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and a written term paper (2 CP).

“Can I become a schnitzel?” – Contrastive Linguistics

M. Zier Tuesday 14:15 – 15:45 122 2 hrs.

“I heff little problems viss se languatch, my English iss not wery goot. My tcherman iss better.”

Some of you might remember this famous interview with Lothar Matthäus. And most of you have probably heard (or said?) sentences like *Can I become a schnitzel* or *I’m learning English since five years* before. For you as German students of English, a contrastive approach to English is very helpful, especially if you are going to be a teacher.

In this seminar, we will examine the differences between English and German in the fields of phonology, morphology, syntax, semantics, lexicology and pragmatics and discuss in how far these differences might influence German learners of English. We might also touch on other languages if “we have a little bit lucky”* and native speakers of languages other than German or English are among us.

* Lothar Matthäus

Registration: Please register via e-mail <Martina.Zier@as.uni-heidelberg.de>

Texts: A detailed reading list will be available in the first session.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

4.2 Proseminar II historische Sprachwissenschaft (Überblick)

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6.0 credit points (CP)

Master Hauptfach: Intermediate Studies in English Linguistics

Master Begleitfach: Essential Intermediate Studies English Linguistics – 4 LP (!)

An Introduction to the History of English

Dr. F. Polzenhagen Tuesday 11:15 – 12:45 333 2 hrs.

Dr. F. Polzenhagen Wednesday 11:15 – 12:45 333 2 hrs.

This course will give an introductory overview of the development of the English language. In its first part, we will look at the main historical periods of the English language (Old English, Middle English, Early Modern English). Here, the focus will be on the reflection of historical changes and socio-cultural realities in the development of the lexicon of English. In the second part of the course, some theoretical and methodological problems and approaches in studying historical varieties will be discussed. In the third part, we will deal with specific kinds of changes (phonological, morphological, syntactical, lexical and semantic) that have taken place in the history of English in more detail. Finally, a brief introduction to historical and diachronic computer corpora of English will be given.

Texts: A reader with the course material and a course script will be available.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), written version of the oral presentation (2 CP) and written end-of-term test (2 CP).

Diachronic Clues to Synchronic Puzzles: Aspects of Diachronic Morphology & Syntax

M. Eitelmann Wednesday 16:15 – 17:45 115 2 hrs.

Following the premise that the synchronic state of a language can best be explained by adopting a diachronic stance, we will take a closer look at a number of peculiarities and inconsistencies that characterize Modern English and try to elaborate on these odd features by means of a diachronic analysis.

4 PROSEMINARE

Problems that we will be concerned with in the course of this semester are, for example:

- the scarce amount of inflectional endings that Modern English has retained;
- the group of defective verbs (the so-called modal auxiliaries);
- striking syntactic patterns such as the DO-periphrasis;
- the progressive tenses and the related category of aspect, unfamiliar to German speakers;
- the strictly fixed word order of SVO;
- the formation of relative clauses without a relative pronoun (the so-called contact clauses).

Diachronic morphology and syntax provide valuable insight to the aforementioned aspects and reveal to what extent morphological change contributes to the evolution of new syntactic patterns. What we will also take into account is the notion of grammaticalization: a cross-linguistically observable interplay between morphological and syntactic change.

Registration: To register, please send an e-mail to: <eitelman@rumms.uni-mannheim.de>

Texts: Bammesberger, Alfred. *A Sketch of Diachronic English Morphology*. Regensburg: Pustet 1984.

Lightfoot, David (ed.). *Syntactic Effects of Morphological Change*. Oxford: Oxford University Press 2002.

Roberts, Ian. *Diachronic Syntax*. Oxford: Oxford University Press 2007.

Course requirements: Regular and active participation (1 CP), reading assignments (1 CP), research project & presentation (2 CP) as well as a written exam or *Hausarbeit* (2 CP).

4.3 Proseminar II historische Sprachwissenschaft (Periode)

Bachelor-Modul	Studiengang/Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6.0 credit points (CP)

Master Hauptfach: Intermediate Studies in English Linguistics

Master Begleitfach: Essential Intermediate Studies English Linguistics – 4 LP (!)

Introduction to Early Modern English

Dr. M. Isermann Monday 11:15 – 12:45 115 2 hrs.

The course takes a philological approach to the transitional period between 1450 and 1700, in which English developed into an idiom not far from the language we use today. It starts out from the assumption that the history of a language cannot profitably be studied without a solid knowledge of the

texts in which it materialises as well as of their cultural and historical background. As regards the EME period, such an approach is particularly natural in view of the fact that language became an object of public disputes during the period. Consequently, we will place equal emphases on the major developments in the phonology, lexicon and grammar of the period and on the texts which both exhibit these developments and comment upon them. Regular homework (an estimated three hours per week) includes reading, translation, and work on work sheets.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).

Einführung ins Altenglische

Prof. J. Insley Donnerstag 11:15 – 12:45 113 2 st.

Das Proseminar hat das Altenglische des 9.-11. Jahrhunderts als Gegenstand, eine westgermanische Sprache, die wesentlich anders als das heutige Englisch aufgebaut ist und eher mit dem Deutschen zu vergleichen ist. Neben der Übersetzung einfacher ae. Prosatexte sollen ausgewählte Probleme der Geschichte des Altenglischen (Phonologie, Morphologie, Lehngut, Wortbildung und Semantik) behandelt werden. Der Stoff soll von den Teilnehmern zunächst häuslich erarbeitet und dann in den Seminarsitzungen erörtert und vertieft werden.

Texte: Kursbuch und möglichst anzuschaffen: Obst, Wolfgang und Florian Schleburg. 2004, *Lehrbuch des Altenglischen* (Heidelberg: Winter). Als vertiefende Lektüre zu empfehlen: Hogg, Richard, 2002. *An Introduction to Old English* (Edinburgh: Edinburgh UP).

Scheinerwerb: Teilnahmevoraussetzung: PS 1 Sprachwissenschaft. Die Note wird auf der Grundlage einer Übersetzungsaufgabe und einer Abschlussklausur vergeben.

Für B.A.-Studierende: Anwesenheit und Mitarbeit (1 LP), Vor-/Nachbereitung und Übersetzungsaufgabe (2 LP), Referat (1 LP), Abschlussklausur (2 LP).

Einführung ins Mittelenglische

V. Mohr Mittwoch 09:15 – 10:45 114 2 st.

Die Lehrveranstaltung ist als Einführung ins Mittelenglische konzipiert, wie es in den Werken von Geoffrey Chaucer in Erscheinung tritt. Zunächst werden die wichtigsten Methoden der sprachgeschichtlichen Rekonstruktion vorgestellt. Die sich anschließende Charakterisierung des Sprachstands umfasst die Phonologie des Chaucer-Englischen sowie zentrale Aspekte der Morphologie, Lexik, Semantik, Syntax und Pragmatik; dabei wird auch auf Veränderungen zum Neuenglischen hin eingegangen.

Anmeldung: per E-Mail an <volker.mohr@zsl.uni-heidelberg.de> unter Angabe des Betreffs „Mittelenglisch“.

Texte: Arbeitsblätter werden in der Veranstaltung ausgegeben.

Scheinerwerb: Regelmäßige Anwesenheit und Mitarbeit (1 LP), Vor-/Nachbereitung (2 LP), Take-Home Exam Paper (1 LP), Abschlussklausur (2 LP).

4.4 Proseminar II moderne Sprachwissenschaft (B.A.)

In diesen Kursen können Studierende im Studiengang Magister oder Staatsexamen einen Schein **PS I Sprachwissenschaft** erwerben.

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

6.0 credit points (CP)

Master Hauptfach: Intermediate Studies in English Linguistics

Master Begleitfach: Essential Intermediate Studies English Linguistics – 4 LP (!)

Chomsky – Ideas and Ideals

Dr. M. Schiffmann Wednesday 16:15 – 17:45 114 2 hrs.

Noam Chomsky is one of the most important and influential linguists of our time, and possibly of all times. His very first book, *Syntactic Structures*, created a veritable revolution in linguistics upon its publication in 1957, and his later linguistic work has had a major effect on areas as diverse as philosophy, psychology, mathematics, ethics, and cultural studies.

And yet, this is not all. Since the mid 1960s, Chomsky has also become one of the leading critics of the foreign and domestic politics of Western governments, primarily the United States. His countless political books on these and other topics (including libertarian criticism of the regimes and social structures in communist or third world countries) make for a combined linguistic/political output that is truly astonishing.

This seminar will mainly be devoted to Chomsky's linguistic and philosophical ideas as well as their development, but it will also not neglect his very active stance in the public realm. Moreover, we will extensively discuss the relation(s) that might exist between Chomsky's basic linguistic idea that we are all born equal in the sense of being equally equipped with the capacity to acquire language, and his social ideal of a free society based on the equality of rights and the equality of conditions for all its members.

For this, veteran Chomsky expert and linguist Neil Smith's 2004 book *Chomsky. Ideas and Ideals* will serve as an excellent guideline. We will also correspond with Noam Chomsky himself from time to time to clarify issues.

Texts: Neil Smith, *Chomsky, Ideas and Ideals*, 2nd (2004) edition, Cambridge University Press, Cambridge 2004.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).

4.5 Proseminar I Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Literary Core Studies	25% LW, 50% oder 75% 2.-3. Semester

5.5 credit points (CP)

The English Sonnet

Dr. K. Frank Wednesday 14:15 – 15:45 114 2 hrs.

Although often predominantly associated with Elizabethan times and the “sonnet craze” around 1600, the sonnet form has persistently featured in English poetry production from the 16th century until today. One of its appeals lies in the way the strict formal pattern allows for arguments to unfold and often end with a twist, creating peculiar alliances between the expression of emotions and rational thinking. This seminar will trace the development of the sonnet form through history, starting from the first sonnets written in England by Sir Thomas Wyatt and the Earl of Surrey and concluding with examples from the end of the 20th century. The focus of discussion will be on formal variations, language and imagery, patterns of argumentation and the way sonnets tend to engage in a dialogue with their generic tradition.

Texts: A reader will be provided at the beginning of term. If you want a wider choice, however, consult *The Penguin Book of the Sonnet. 500 Years of a Classic Tradition in English*, ed. Phillis Levin (Harmondsworth: Penguin, 2001).

Course requirements: Regular attendance and active participation in class discussions (1 CP), reading and preparation (1.5 CP), oral presentation (1 CP) and written test in the last session (2 CP).

Early English Novels: Defoe and Fielding

Dr. B. Hirsch Monday 16:15 – 17:45 333 2 hrs.

Focussing on Daniel Defoe's erstwhile scandalous *Moll Flanders* (1722) and Henry Fielding's unashamedly quixotic *Joseph Andrews* (1742), this seminar is designed to reconstruct the fascinating “rise of the novel” (Ian Watt) in eighteenth-century England.

The comparative reading of two of the genre's earliest manifestations across the Channel not only aims at exploring the dynamics of literary history but also seeks to provide you with the theoretical framework for a more advanced approach to prose analysis.

Texts: Daniel Defoe, *Moll Flanders*. London: Penguin Books, 1989 (ISBN: 0140433139).

Henry Fielding, *Joseph Andrews; Shamela*. Oxford et al: Oxford UP, 1999 (ISBN: 019283343).

Course requirements: Students are expected to have read the novels by the beginning of term.

Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

The Rise of the Short Story

E. Redling Wednesday 09:15 – 10:45 115 2 hrs.

In this course we will explore the rise of the short story, which it largely owes to the following writers: Edgar Allan Poe, Oscar Wilde, William Somerset Maugham, James Joyce, Ring Lardner, Katherine Mansfield, Ernest Hemingway, Roald Dahl and Alan Sillitoe.

These writers come from several different countries – the USA, England, Ireland and New Zealand – and have each developed their own specific style of short-story writing. We will look at their style, narrative techniques and structures, which are crucial since the art of a short story largely lies in compression: unlike the novel, which deals with extended plots and sub-plots, various settings, many characters and a long period of time, the short-story normally focuses on a single incident, plot and setting, a small number of characters, and covers only a short period of time.

Registration: To register, please contact <ellen.redling@as.uni-heidelberg.de>

Texts: There will be a reader containing 15 short stories.

Course requirements: Regular attendance and active participation (1 CP), regular homework assignments (1,5 CP), one oral presentation (1 CP), one term paper of 10 pages (2 CP).

The Campus Novel

Dr. K. Frank Tuesday 16:15 – 17:45 122 2 hrs.

The world of a university campus contains an abundance of fascinating topics for novelists: cranky professors, nerds immersed in remote research topics, party-obsessed and work-avoiding students, the clash of cultures as international students mix and mingle, labyrinths of books and excessive amounts of alcohol... As these descriptions imply, very often campus novels show a rather satirical approach, but there is a variety of different forms of the genre, including e.g. a link to crime fiction in the campus murder mystery. In this seminar we will discuss examples of these different forms – some as extracts, some as full texts – and explore recurring features and characteristics of the genre. Important topics will be conflicting ideas of education, the campus as a protected space of extended childhood, power structures and class conflicts.

Texts: A reader with the extracts will be provided. Please buy and read *Changing Places* by David Lodge before the term starts.

Course requirements: Regular attendance and active participation in class discussions (1 CP), reading and preparation (1.5 CP), oral presentation (1 CP) and term paper (10-12 p., 2 CP).

Introduction to Drama: Wilde, Shaw and Churchill

Dr. C. Lusin Tuesday 16:15 – 17:45 113 2 hrs.

This course focuses on three plays which engage with crucial issues of their time in various ways: Oscar Wilde's *Lady Windermere's Fan* (1893) offers a witty but acerbic critique of English fin de siècle society and its conventions, George Bernard Shaw's *Mrs Warren's Profession* (1898) criticises the position of women in society and enraged the public by openly addressing the issue of prostitution, and

Caryl Churchill's *Top Girls* (1983) challenges dominant social, economic and political notions of emancipation and success. Discussing these plays, we will not only become familiar with key categories and strategies of drama analysis, but also explore their cultural-historical background.

Texts: Churchill, Caryl. *Top Girls*. London: Methuen, 1984 [1983]. ISBN 978-0413554802

Shaw, George Bernard. *Mrs Warren's Profession*. Stuttgart: Reclam, 1986 [1898]. ISBN 978-3-15-009166-1

Wilde, Oscar. *Lady Windermere's Fan*. Stuttgart: Reclam, 1986 [1893]. ISBN 978-3150091876

Course requirements: Regular attendance and active (!) participation (1 CP), regular homework assignments (1,5 CP), one oral presentation (1 CP), final exam (2 CP).

Four Plays by Brian Friel

D. Shea Tuesday 10:15 – 11:45 110 2 hrs.

For anyone who likes plays, Brian Friel's work will excite their interest, and for anyone wanting an introduction to Irish theater and culture, Brian Friel is a great place to start. The plays are all good reads, and they illustrate and challenge such points of theory as character, dramatic speech, and dramatic setting. The plays, having premiered and been produced throughout the second half of the twentieth century, also provide a look both at contemporary Irish theater and at Friel's career as a playwright. And subject matter like emigration from Ireland, sectarian violence in Northern Ireland, and British colonialism on the island make the plays evidently Irish.

Your interpretation of the plays will be our focus. The prime aim of this course is to get you writing and speaking on the plays, so critical reception, academic research, and background information will take a backseat to your interpretation.

Texts: Acquire and have read by the start of course:

Philadelphia, Here I Come!

The Freedom of the City

Translations

Dancing at Lughnasa

Course requirements: You receive the 5½ credits only if you participate in class, pass in two 1,500-word compositions on time, lead a group discussion according to schedule, and take the final exam at the last class.

Analysing Literary Texts: A Joint Venture of Literary Studies and Linguistics

Dr. K. Frank and Dr. F. Polzenhagen Monday 11:15 – 12:45 113 and 14:15 – 15:45 333 4 hrs.

This is a two-in-one-seminar, combining what are normally two separate *Proseminare* in Linguistics and Literary Studies. Our aim is to show where these two fields overlap and how they can work together productively in the analysis of literary texts. To this end, we will be analysing a variety of texts from the 20th century: love poetry, modern versions of fairy tales (Angela Carter), two short novels (Ian McEwan's *The Cement Garden* and Muriel Spark's *The Prime of Miss Jean Brodie*) and several short

4 PROSEMINARE

stories as well as some argumentative texts. Our thematic focus will be on how the individual self situates and projects itself in its relationship to “the other” – the partner, the other sex, the society outside its family or peer group and people from different cultural backgrounds.

Note: Since this course combines two seminars, there will be **four hours of class** per week (Mo 11-13 and 14-16) with two teachers (Polzenhagen and Frank), and **two Scheine** will be acquired by successful participants. **It is not possible to take part in only one of the components;** it will have to be all or nothing.

Registration: Please register by e-mail: <Frank.Polzenhagen@gmx.net> or <Kerstin.Frank@as.uni-heidelberg.de>. Your registration with one of us will automatically count for the whole seminar.

Texts: A reader with the relevant texts will be provided.

Course requirements: for each of the seminars (5.5 CP each): Regular attendance and active participation in class discussions (1 CP), reading and preparation (1 CP), oral presentation (1 CP), short oral examination at the end of term (1 CP) and short term paper (1.5 CP; for linguistics: written version of the presentation, for literary studies: mid-term essay).

Introduction to U.S. American Poetry

Dr. H. Jakubzik Wednesday 14:15 – 15:45 113 2 hrs.

This course will repeat and develop basic means of poetry analysis (meter, rhyme, sound, diction, imagery, symbolism, theme etc.) and it will introduce some of America’s greatest poets, among them Edgar Allan Poe, Emily Dickinson, Walt Whitman, and Robert Frost.

Registration: Please register by e-mail <heiko.jakubzik@as.uni-heidelberg.de>.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

American Short Fiction

Dr. E. Hänßgen Friday 11:15 – 12:45 116 2 hrs.

If there is such a thing as the American genre, it is the short story. This class will follow its history from early classics by writers like Poe, Hawthorne and Melville and cover twentieth-century stories, for example by Hemingway and Fitzgerald, and contemporary fiction. For twenty-first-century texts, your suggestions are most welcome.

The analysis of primary texts will be our main focus, but topics like the historical contexts of short story publication and the theoretical background will also be covered.

Texts: A reader will be available on the reserve shelf in the department library in early March. Please read the texts in advance.

Registration: During my office hour, by note (Postfach A 15) or via e-mail <eva.haenssgen@as.uni-heidelberg.de>.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

Introduction to Irish Drama: Yeats, Synge, O'Casey & Shaw

Dr. K. Hertel Thursday 09:15 – 10:45 113 2 hrs.

In the course of this seminar, we shall be looking at four plays which became important in connection with the so-called ‘Irish Renaissance’ in the first part of the last century. After the Abbey Theatre in Dublin had opened in 1904, it soon became a focus of this resurgence of Irish nationalism and culture. All the dramatists chosen for discussion here were closely linked to the Abbey Theatre and interested in addressing, each in his own way, the question of an Irish national identity in their respective plays.

Registration: Please register personally or by e-mail <Kirsten.Hertel@as.uni-heidelberg.de>

Texts: Students should have read the following texts by the beginning of the summer term:

W.B. Yeats, *Countess Cathleen* (1892) and *Cathleen ni Houlihan* (1902);

J.M. Synge, *The Playboy of the Western World* (1907);

and S. O’Casey, *The Plough and the Stars* (1926).

It would be good if you could additionally read J.B. Shaw, *John Bull’s Other Island* (1907) for a wider range of texts.

Cathleen Ni Houlihan, *The Playboy* and *John Bull’s Other Island* are included in John P.

Harrington (ed.) *Modern Irish Drama*. Norton Critical Edition, London/New York, 1991 (ISBN: 0-393-96063-3).

Countess Cathleen will be made available as xerocopy in the Handapparat by the middle of March.

Course requirements: Regular attendance and active participation in class (1 CP), oral presentation (1 CP), preparation (1.5 CP) and written term paper (2 CP).

4.6 Proseminar II Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

6.0 credit points (CP)

Master Hauptfach: Intermediate Studies in Literature

Master Begleitfach: Essential Intermediate Studies Literature – 4 LP (!)

The Age of Romanticism

Dr. H. Grundmann Tuesday 16:15 – 17:45 115 2 hrs.

The Romantic period (ca. 1790-1830) runs parallel to an age of revolutions. The war for independence of the American colonies, the abolition of slavery and the French Revolution as well as the Industrial Revolution changed not only the face of England, but also the forms and functions of literature. We shall read nature poems by Wordsworth, Coleridge, and Keats, deal with William Blake's criticism of society and explore the political goals of radical poets such as Shelley and Byron. Beside this male canon we shall trace redefinitions of gender in poems by Barbauld, Smith, Baillie and Hemans. The political writings of Thomas Paine (*The Rights of Man*) and Mary Wollstonecraft (*Vindication of the Rights of Woman*) will also be taken into account.

Further Reading: Aidan Day, *Romanticism*. London: Routledge, 1996. Marilyn Butler, *Romantics, Rebels and Reactionaries: English Literature and its Background 1760–1830*. Oxford: Oxford Univ. Pr., 1981. Derek Fitter, *Romanticism*. Basingstoke: Macmillan, 2004.

Registration: Please register with <Grundmann@uni-heidelberg.de>

Texts: All texts will be provided.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper (2 CP).

Perception, Inspiration and Creation in Romantic Poetry

Dr. K. Frank Tuesday 11:15 – 12:45 113 2 hrs.

Romantic Poetry shows a preoccupation with processes of perception and artistic creation: How does the individual engage with his or her environment beyond the purely passive reception of sensual impulses? How do we create the world by perceiving it? And how can this original engagement with the world be transformed in the process of poetic production? What is inspiration, and how can the creative impulse or spark of imagination be conjured up?

In this seminar, we will discuss a wide range of poems of the Romantic Period and compare different answers to these questions and their relations to philosophical backgrounds and poetic theories of the time.

Texts: Useful introduction: Aidan Day, *Romanticism* (London: Routledge, 1996).

A reader with the texts to be discussed will be provided.

If you want to get an anthology, I suggest either *The Penguin Book of Romantic Poetry*, eds. Jonathan and Jessica Wordsworth (Harmondsworth: Penguin, 2001) or

Romanticism: An Anthology with CD-ROM, ed. Duncan Wu (Oxford: Blackwell, 2005).

Course requirements: Regular attendance and active participation in class discussions (1 CP), reading and preparation (2 CP), oral presentation (1 CP) and term paper (10-12p., 2 CP).

Stage Adaptations of M. Shelley's 'Frankenstein' over Three Centuries

Dr. K. Hertel Tuesday 14:30 – 16:00 113 2 hrs.

In the case of Mary Shelley's novel *Frankenstein* (1818) it was, interestingly, a series of stage adaptations in the 1820s which brought about a second edition of the novel; and up to present times, there have been ever new stage versions of the myth, competing for popularity with cinematic interpretations ever since the 1930s.

In the course of this semester we shall be looking at different dramatic adaptations of *Frankenstein* from the early 19th century up to the present day (for example: R. Brinsley Peake's *Presumption; or, The Fate of Frankenstein*, 1823; P. Webbing's *Frankenstein*, 1927, which led to the first film adaptation by James Whale in 1931; Dorothy Louise's latest adaptation from 2004). By reading these texts, not only will we get to know different versions of the story, but also gain a good insight into the history and the development of drama over the last two centuries: ranging from melodramatic and burlesque to (post-)modern 20th century versions.

Since any analysis of adaptations makes the knowledge of the source text indispensable, M. Shelley's original novel (in the 1831 version) should have been read, too, by the beginning of term.

Registration: Please register personally or by e-mail <Kirsten.Hertel@as.uni-heidelberg.de>

Texts: Most of the older play texts are no longer in print (or never have been). Therefore, they will be made available to you via a 'Handapparat' containing master copies by the middle of February.

Texts to be purchased: Mary Shelley, *Frankenstein*. Penguin Classics. Harmondsworth: Penguin, 2003; Dorothy Louise, *Frankenstein* (Plays for Performance), Ivan R. Dee Inc., 2004 (ISBN: 978-1566635530).

Course requirements: Regular attendance and active participation in class (1 CP), oral presentation (1 CP), preparation (2 CP) and written term paper (2 CP).

Nineteenth Century Travel and Exploration Literature

Dr. D. Fischer-Hornung Tuesday 11:15 – 12:45 115 2 hrs.

Travel literature, which often deliberately mixes fact and fiction, history and (auto-) biography, as well as journalism and reportage, is a genre that has achieved increasing interest as cultural practice and production. In this course, we will read several core travel narratives of the nineteenth century: Lewis and Clark's narrative of the exploration of the Louisiana Territory, Mark Twain's travels in Europe and his later travels to various other continents, and finally, Mary Kingsley's narrative as a woman explorer in West Africa will provide a contrast both from a gender and cultural perspective.

We will pursue the following questions: What do these travelers see? How do they narrate their journey to the Other and/or to the self? How are homeland, the foreigner, the stranger and the friend developed and the "primitive," the nation-state, and empire constructed in these narratives? How are European, American, and the culture of the Other negotiated? What do these narratives reveal about gender, race, and class identities?

4 PROSEMINARE

Texts: DeVoto, Bernard, ed. *The Journals of Lewis and Clark* [1804-1806] (Houghton Mifflin, 1997); ISBN: 0395859964

Twain, Mark. *Innocents Abroad Or the New Pilgrim's Progress* [1869] (Signet Classics, 1997); ISBN: 0451525027

Twain, Mark. *Following the Equator: A Journey Around the World* [1897] (Dover, 1989); ISBN: 0486261131

Kingsley, Mary . *Travels in West Africa* [1895] (National Geographic Society, 2002); ISBN: 0792266382

Students are encouraged to buy these specific editions well before the beginning of class since acquisition times may be lengthy. You can start your reading with Lewis and Clark.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper (2 CP)

Writing Lives: Fictional (Auto)Biographies

Dr. C. Lusin Monday 16:15 – 17:45 113 2 hrs.

Since the 1980s, (auto)biographies have been experiencing a veritable boom. Docusoaps and reality TV are ‘in’, and more or less every VIP seems to consider his or her life worth telling. Obviously, we live in a ‘culture of biography’. However, this is a phenomenon not only of popular culture, but also of high literature, which abounds in fictional (auto)biographies.

In this course, we are going to focus on three very different specimens of fictional (auto)biography, Julian Barnes’ *Flaubert's Parrot* (1984), David Lodge’s *Author, Author* (2004) and John Banville’s *The Sea* (2005). In various ways, all of them highlight the imaginative possibilities of fiction, approaching the complex relationship of life and art from different angles. Discussing these fictional (auto)biographies, we will explore the different forms of the genre and try to find answer to questions like: How do the authors tackle the problem of representation and truth? Which narrative strategies do they apply, and to what effect? What kind of relationship between life and art do they project, and what does this imply?

Texts: Banville, John. *The Sea*. London: Picador, 2006 [2005]. ISBN 978-0330442732

Barnes, Julian. *Flaubert's Parrot*. London: Picador, 1995 [1984]. ISBN 978-0-330-28976-4

Lodge, David. *Author, Author*. London: Penguin, 2005 [2004]. ISBN 978-0-141-01822-5

Course requirements: Regular attendance and active (!) participation (1 CP), regular homework assignments (2 CP), one oral presentation (1 CP), one term paper of 10-12 pages (2 CP) (Literaturwissenschaft)/ final exam (EPG).

Vladimir Nabokov: The Russian and American Years

Dr. B. Kaibach Wednesday 16:15 – 17:45 112 2 hrs.

“Nobody can decide if I am a middle-aged American writer or an old Russian writer – or an ageless international freak,” said Vladimir Nabokov in an interview in The Paris Review of 1967. When asked

about his secret flaw as a writer, he responded: „Of the two instruments in my possession, one – my native tongue – I can no longer use, and this not only because I lack a Russian audience, but also because the excitement of verbal adventure in the Russian medium has faded away gradually after I turned to English in 1940. My English, this second instrument I have always had, is however a stiffish, artificial thing, which maybe all right for describing a sunset or an insect, but which cannot conceal poverty of syntax and paucity of domestic diction when I need the shortest road between warehouse and shop. An old Rolls-Royce is not always preferable to a plain jeep.” Despite the professed modesty of this self-portrayal, Nabokov has long been acknowledged as a major American writer and a master stylist in both Russian and English. His bestseller *Lolita*, first published in 1955 and adapted for the screen or stage by famous artists like Stanley Kubrick, Edward Albee, and Adrian Lyne, has not ceased to draw controversial responses. This course will cover a selection of Nabokov’s novels from both the “Russian” and the “American” period. Emphasis will be placed on:

- the theme of emigration, loss, and memory in *Mary* and *Pnin*
- reflections on the totalitarian regimes of the twentieth century in the dystopian novels *Invitation to a Beheading* and *Bend Sinister*
- the theme of sexual deviance in *Lolita*

Registration: <Bettina.Kaibach@slav.uni-heidelberg.de>

Texts: Texts by Vladimir Nabokov:

Mary. London: Penguin, 2007. ISBN: 9780141032900 [Penguin Great Loves, Penguin Classics]

Invitation to a Beheading. London: Penguin, 2001, ISBN: 9780141185606 [Penguin Classics]

Bend Sinister. London: Penguin, 2001, ISBN: 9780141185767 [Penguin Classics]

Lolita. London: Penguin, 2006, ISBN: 9780141023496 [Penguin Reds]

Pnin. London: Penguin, 2000, ISBN: 9780141183756 [Penguin Classics]

Introductory reading:

Boyd, Brian. *Vladimir Nabokov: The Russian Years*. Princeton: Princeton UP, 1990.

Boyd, Brian. *Vladimir Nabokov: The American Years*. Princeton: Princeton UP, 1991.

Course requirements: Regular attendance and active participation (1 CP), preparation and homework (2 CP), oral presentation or equivalent (1 CP), term paper (2 CP).

Philip Roth

Dr. E. Hänßgen Wednesday 11:15 – 12:45 113 2 hrs.

Philip Roth (born in 1933) is one of the finest and most widely acclaimed American novelists and, on top of that, a truly prolific author: He has written twenty-five novels so far, and his next is to appear in 2009.

The basis of this course is a thorough study of three books: *Goodbye, Columbus* (1959), which started his career, *Operation Shylock: A Confession* (1993), set in Israel during the First Intifada, and *The Plot Against America* (2004), an alternate history of a pro-Nazi antisemitic America in the 1940s.

Our analysis will cover various aspects of Roth’s work, among them Jewish-American identity, gender relations and family, and the postmodern play with the distinction between life and art, both in terms of

political history and autobiography. This is illustrated by a narrator named “Philip Roth” and his *doppelgänger* in *Operation Shylock* or by another famous *alter ego* (or *alter id*), Nathan Zuckerman. As Roth told Hermione Lee in 1984: “Making fake biography, false history, concocting a half-imaginary existence out of the actual drama of my life is my life. There has to be some pleasure in this job, and that’s it.”

Registration: During my office hour, by note (Postfach A 15) or via e-mail <eva.haenssgen@as.uni-heidelberg.de>.

Texts: Please purchase and read the texts in these editions: Roth, Philip.

Goodbye, Columbus. New York: Random House, 2006 (orig. publ. 1959).

Operation Shylock: A Confession. New York: Random House, 1994 (orig. publ. 1993).

The Plot Against America. New York: Vintage, 2005 (orig. publ. 2004).

Requirements: Read the texts in advance, using the recommended editions. Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper (2 CP).

Literature and Terrorism

S. Schäfer Tuesday 09:15 – 10:45 113 2 hrs.

In a time of global terrorist threats and increasing security measures, the representation of terrorism in literature provides a framework for thinking about central themes of our day. This course is a discussion-based seminar in which we will scrutinize the treatment of terrorism in recent British and American novels and short stories not only directly related to the events of 9/11 but also from a wider critical perspective. We will look at literature’s potential to examine the issues of its own temporal and spatial settings; the encounter of the cultural Other will be related to issues of reader response and ethical literary criticism. The texts assigned for this seminar consequently range from novels to short stories and theoretical texts; the reading process will be reviewed by the students in class.

Projected learning outcomes in this course include, apart from training the literary and narratological analysis of fictional texts, the acquisition of and reflection on key competences such as reading strategies, discussion skills in oral and written speech, and presentation skills. Since this course will be supported by a Moodle online template, we will have an additional forum for online postings. Students should be prepared to participate actively in large and small-group discussions.

Registration: please register personally during my office hour.

Texts: Novels:

Jonathan Safran Foer, *Extremely Loud and Incredibly Close* (2005),

Mohsin Hamid, *The Reluctant Fundamentalist* (2006),

Salman Rushdie, *Shalimar the Clown* (2005).

Other texts:

Martin Amis, “The Last Days of Mohammed Atta”(2006),

Jean Baudrillard, ”The Spirit of Terrorism” (2001),

Hanif Kureishi, “My Son the Fanatic” (1997).

The novels by Foer, Hamid and Rushdie have to be purchased beforehand. All other texts will be available in an online reader at the beginning of the semester.

Course requirements: Preparatory reading (1 CP), a final exam (2 CP), short homework assignments (1 CP) and active and regular participation in discussions (2 CP).

A Special Relationship: Anglo-American Encounters in Literature and Film

Dr. B. Hirsch Monday 14:15 – 15:45 110 2 hrs.

Largely due to a shared colonial past, a long-standing tradition of military alliances and an ongoing intensive cultural exchange, Britain and the USA are indeed linked by “a special relationship”, a phrase coined by Winston Churchill and over-extensively used by Tony Blair and George Bush, who thus sought to gain support for their close military cooperation. Still, perceptions of the “cousin from overseas” have undergone various changes throughout history.

Confining itself to the period after 1900, this seminar examines depictions of Anglo-American encounters in literature (travel writing, journalism, fiction) and films from both sides of the Atlantic. Based upon an initial historical outline and a joint acquisition of some key concepts of intercultural studies (stereotype, national character etc.), the major part of the course will be dedicated to in-depth analyses of a wide range of textual and cinematic sources, including Henry James' *The Ambassadors* (1903), Evelyn Waugh's *The Loved One* (1948), Helene Hanff's *84 Charing Cross Road* (1970), David Lodge's *Changing Places* (1975), Bill Bryson's *Notes from a Small Island* (1995), *Bean: The Ultimate Disaster Movie* (1997) and *Love Actually* (2003).

Texts: Bradbury, Malcolm, *Dangerous Pilgrimages: Trans-Atlantic Mythologies and the Novel*. New York, 1988.

Bryson, Bill, *Notes from a Small Island*. London, 1995.

Ditze, Stephan-Alexander, *America and the Americans in Postwar British Fiction: An Imagological Study of Selected Novels*. Heidelberg, 2006.

Dobson, Alan, *Anglo-American Relations in the Twentieth Century*. New York, 1995.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).

Introduction to Canadian Literature: Margaret Atwood and Michael Ondaatje

E. Redling Wednesday 16:15 – 17:45 113 2 hrs.

This course deals with Canadian literature within the larger *ambiente* of Canada's history dating back to its colonial status and including its current cultural diversity. The five novels written by famous Canadian writers, Margaret Atwood and Michael Ondaatje, mirror the issues which arise from such a diverse background. The following list shows the potential of relating literary themes to cultural topics. But we will also cover important literary differences between these novels dealing with the variation in

4 PROSEMINARE

genre, structures and narrative techniques.

- a quest for both national and individual identity (native, immigrant; male, female)
- a search for freedom from oppression and domination
- the difficult relationship between the USA and Canada and between Francophone and Anglophone speakers
- demographic problems
- environmental issues

Registration: To register, please contact <ellen.redling@as.uni-heidelberg.de>

Texts: Margaret Atwood:

Surfacing. Little Brown Book Group, 1994. (ISBN: 978-0860680642)

The Handmaid's Tale. Random House UK, 1998. (ISBN: 978-0385490818)

Penelopiad. Canongate Books, 2006. (ISBN: 978-1841957982)

Michael Ondaatje:

The English Patient. Bloomsbury Publishing, 2004. (ISBN: 978-0747572596)

Anil's Ghost. MacMillan, 2001. (ISBN: 978-0330480772)

Course requirements: Regular attendance and active participation (1 CP), regular homework assignments (2 CP), one oral presentation (1 CP), one term paper of 10-12 pages (2 CP).

Postcolonial Theory and Literature: Diaspora Studies

Dr. D. Fischer-Hornung Monday 14:15 – 15:45 122 2 hrs.

Postcolonial theory provides a mode of cultural analysis based on the interconnection of issues of nation, empire, migration, race, and ethnicity with cultural production. We will discuss the origin of the terms postcolonial and diaspora, the interplay of the historical and socio-scientific conception of diaspora and literary criticism, as well as the tendency to extend the application of the concept of diaspora and the postcolonial to increasingly broader historical and geographical contexts.

In the first half of the semester we will concentrate on theory, reading texts by authors such as Frantz Fanon, Paul Gilroy, Edward Said, Gayatri Chakravorty Spivak, Homi Bhabha, Salman Rushdie and K. Anthony Appiah. We will then see how the theory we have discussed can be used in our reading of two novels: Paule Marshall's *Praise Song for a Widow* (1992) and Amitav Ghosh's *The Glass Palace* (2001).

Texts: A reader containing the theory texts to be discussed as well as background material will be made available in a folder on the library reference shelf.

Please purchase the following editions of the listed novels before the beginning of the semester:

Marshall, Paule: *Praisesong for the Widow* (Penguin/UK or Plume/USA Paperback, 1992)

Ghosh, Amitav: *The Glass Palace* (Harper Collins Paperback, 2001).

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper (2 CP)

4.7 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Lehramtsstudierende können hier einen **Landeskundeschein** erwerben.

Bachelor-Modul	Studiengang/Semester
Cultural Core Studies	50% oder 75% 2.-3. Semester

5.5 credit points (CP)

From Potatoes to Chips: The Transformation of Ireland 1800-2000.

D. O'Brien Thursday 11:15 – 12:45 116 2 hrs.

From a rural and agricultural society on the verge of famine to a modern, urban state with the fastest economic growth rate in Western Europe; from a country that haemorrhaged people for over a century to a country which, in the last twelve years, has become a (not always welcoming) home to immigrants from all over Europe and parts of Africa; from a repressed English colony to a confident, independent Republic, Ireland has undergone radical social, cultural, and political changes in the last two centuries. This course will examine some of the most important events and phenomena of this period. They will include the *Great Famine*, the *Easter Rising* and the ensuing *War of Independence*, the *Civil War* and partition, the *Emergency* (World War II!), and the *Celtic Tiger* and its consequences. The *emigration* of the 1950s and the 1980s will also be discussed as will the loss of influence of the *Catholic Church* at the end of the twentieth century, particularly as reflected by the issues of *contraception, abortion* and *divorce* in the 1980s. The rise of nationalism in the nineteenth century and its various expressions in twentieth-century Ireland will also be traced.

Film, television, and song will be used to highlight the above issues.

Texts: Coogan, Tim Pat (2000). *Ireland in the Twentieth Century*. London: Hutchinson.

Coulter, Colin, Steve Coleman (2003). *The End of Irish History. Critical Reflections on the Celtic Tiger*. Manchester: MUP.

Ferriter, Diarmaid (2004). *The Transformation of Ireland. 1900-2000*. London: Profile Books.

Fitzgerald, Garrett (2003). *Reflections on the Irish State*. Dublin: Irish Academic Press.

Gray, Tony (1998). *The Lost Years. The Emergency in Ireland*. London: Warner Books.

Percival, John (1995). *The Great Irish Famine. Ireland's Potato Famine 1845-1851*. London: BBC Books.

Tanner, Marcus (2001). *Ireland's Holy Wars. The Struggle for a Nation's Soul, 1500-2000*. London: Yale University Press.

Course requirements: Regular attendance and participation (1 CP), Preparation and completion of homework assignments (1.5 CP), short presentation (1 CP), term paper (2 CP).

“Racial Matters”: the FBI’s War against the Black and Native American Freedom Struggle

Dr. M. Schiffmann Friday 14:15 – 15:45 114 2 hrs.

When the Civil Rights Movement of the 1950s and 1960s erupted all over the United States, one might have expected that the country’s national police, the FBI, did everything in its power to protect that legal and constitutional movement from any harm. In fact, the opposite was true.

Not only did FBI agents stand passively by in thousands of civil rights clashes as protesters against racial segregation were brutally beaten and sometimes even killed by white racists and local police, but the agency also made its own contributions to undermine and destroy the movement. Within a supervision and subversion program called “Racial Matters,” FBI top figures revealed their attitude by calling civil rights leader Dr. Martin Luther King “the most dangerous Negro for the future in this Nation,” whereas FBI director J. Edgar Hoover personally oversaw attempts by his subordinates to terrorize Dr. King and drive him to suicide, as well as a whole plethora of other actions that he authorized even though they were both immoral and illegal.

Matters became even worse with the emergence of more radical organizations such as the Black Panther Party (BPP) and the American Indian Movement (AIM). The FBI’s campaign “to disrupt, discredit, and destroy” them ranged from illegal supervision and systematic harassment to outright assassination. Moreover, the FBI consciously framed activists for murder and other crimes they probably never committed.

This seminar will discuss how the FBI systematically violated its oath “to protect and serve” the people and the Constitution in its dealings with the struggle of minorities for equal rights. We will also do case studies investigating the fate of people who were either killed through FBI actions or put innocently behind bars, some of them to this very day.

Texts: Kenneth O'Reilly, *Racial Matters: The FBI's Secret File on Black America, 1960-1972*, Macmillan, New York 1989, € 18,99. A reader with material on the FBI's anti-radical activities and the BPP- and AIM prisoners still in jail will be available on my website <www.againstthecrimeofsilence.de> and as a Xerox in the Handapparat by February 1, 2009.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

A Hundred Years and a Hundred Days

Dr. M. Schiffmann Tuesday 12:15 – 13:45 110 2 hrs.

The U.S. and its economic system are in the worst crisis since 1929 and the following Great Depression, with the whole set-up on the verge of collapsing. At this very moment, the country will have the first black president in its history. We are truly living in tumultuous times. And the incoming U.S. president has promised much in terms of “hope” and “change.”

In this seminar, the second volume of Howard Zinn’s bestselling *People’s History of the United States* will provide the historical background for today’s realities. Discussing U.S. history from the time of the

Civil War, but particularly the *last hundred years* from the beginning of the 20th century to the beginning of ours will prepare us for trying to make sense of the *first hundred days* of the Obama presidency, spanning from January 20, 2009 right into the beginning of our semester.

Will there be change of a sort justifying the hopes of so many who longed for an end of the “insufferable Bush presidency” (Zinn) that further enriched the already wealthy, further impoverished the poor, pushed the country into horrible and unwinnable wars in Afghanistan and Iraq and turned the U.S. into the most hated country in the world?

At the moment, we have only begun to see. Here, however, the seminar will not be based on speculations, but on Obama’s own words in his book *The Audacity of Hope*, the analysis of a seasoned political observer who watched Obama’s rise to political stardom in Chicago – but most of all our own observations as we watch both history and future unfolding.

Texts: Howard Zinn, *A People’s History of the United States, Volume II: The Civil War to the Present*, New Press, New York 2003, € 15,99;

Barack Obama, *The Audacity of Hope. Thoughts on Reclaiming the American Dream*, Vintage, New York 2006/08, € 5,80;

Paul Street, *Barack Obama and the Future of American Politics*, Paradigm, Boulder (CO) 2008, € 17,95.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper or exam (2 CP).

British Institutions – A History 1509-1815

M. Shiels Wednesday 11:15 – 12:45 110 2 hrs.

Spanning the three hundred years from the accession of Henry VIII to the defeat of Napoleon and the Congress of Vienna, this course aims to narrate the developing relationship between the political, economic, social and cultural transformations of British history. In the course of the story, we shall focus on a limited (and therefore biased) selection of events, ideas and persons in order to better understand their particular contribution to the greater historical overview. This course is open only to students who need the ‘Schein’.

Registration: Via e-mail <mshiels@t-online.de>

Texts: Study material will be distributed in the course

Course requirements: Regular attendance and participation (1 CP), study of material distributed (1 CP), an oral presentation (1.5 CP) and a written assignment (2 CP) – in English, of course.

The Internet and the Presidential Election 2008

Dr. D. Fischer-Hornung Internet: 24/7 online WWW

“Were it not for the Internet, Barack Obama would not be president. Were it not for the Internet, Barack Obama would not have been the nominee,” Arianna Huffington, editor in chief of *The Huffington Post*. (accessed Dec 10, 2008)

4 PROSEMINARE

In this class we will explore this statement by taking a direct look at how the Internet provided the major source of information about the 2008 presidential campaign. How did visual networking, the impact of YouTube, for example, serve to spread not only Obama's speeches but also *Saturday Night Live*'s satires of Sarah Palin? Did the Internet fundamentally change the means of communication about the candidates? How was the financing of campaign influenced when Obama tapped online into the funds of innumerable small donors (micro-financing) at a heretofore unknown level? How did blogs and online social networks turn the Internet into a public commons and into a force for political activism? How did younger voters and their use of Web 2.0 impact the election?

The class will serve as an introduction to the use of New Media in general and to online forms of presidential campaigning in the U.S.A. in particular.

Registration: <dfh@uni-hd.de>; deadline: Monday, March 27, 2009.

Texts: All material will be available 24/7 online via *Moodle*, the university's elearning platform.

Course requirements: This is an 8-week crash course. Only students who are willing to invest the required time and effort for the duration of the course should register.

Class starts on Monday, April 6, 2009 and ends on Friday, May 29, 2009.

Active participation in the class forum (2 CP), course preparation/homework assignments (1.5 CP) and group Internet project (2 CP)

4.8 Proseminar I Kulturwissenschaft (theoretisch)

Bachelor-Modul	Studiengang/Semester
Cultural Core Studies	25%, 50% oder 75% Kulturwiss., 2.-3. Semester

5.5 credit points (CP)

Nostalgia and the Critique of Modern Culture

Dr. K. Frank Wednesday 11:15 – 12:45 114 2 hrs.

The beginning of the 20th century is experienced by many as an unsettling and deeply disturbing time: New technologies and inventions are changing the patterns of everyday life, cities are growing bigger and noisier, traditional social structures are being challenged from various sides. It seems that established concepts and certainties no longer provide adequate tools to deal with the challenges of modernity. Alongside the voices who greet this era of change with enthusiasm, there is a widespread tendency to look back instead of forward, to hold the traditions and values of bygone days up as the lost ideal and as a model for future developments. In this seminar, we will engage with a variety of examples of this tendency and discuss versions of nostalgia and different evaluations of modernity from the first half of the 20th century, including novels, poetry, short stories, theoretical texts and films.

Texts: A reader with the relevant texts will be provided.

Course requirements: Regular attendance and active participation in class discussions (1 CP), reading and preparation (1.5 CP), oral presentation (1 CP) and written exam in the last session (2 CP).

4.9 Proseminar II Kulturwissenschaft/Landeskunde

Lehramtsstudierende können in allen Veranstaltungen dieses Typs einen **Landeskundeschein** erwerben.

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Culture	25% Kulturwiss. 4.-5. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6.0 credit points (CP)

The American Musical

C. Burmedi Friday 09:15 – 12:45 110 2 hrs.

Musical comedy is one of the few American popular art forms which has received serious critical attention. In this course we will watch and discuss a number of musicals, focusing on their theatrical and social significance as well as on how they present historical events. Although some attention will be paid to the origins of the musical comedy tradition and to British contributions to the genre, emphasis will be placed on classic Broadway musicals (1915-1965).

To do the musicals justice, we will meet for four hours every other week to watch the filmed versions in their entirety and discuss their relationship to theoretical texts.

Course requirements: Regular attendance and active participation (1 CP), an oral report (1 CP), regular reading assignments (2 CP), 12-15 page term paper (2 CP)

Whose Detroit?

Dr. M. Schiffmann Friday 12:15 – 13:45 114 2 hrs.

Last Summer, I gave a seminar called “Detroit – I Do Mind Dying,” whose title referred to the situation of the *workers* in Detroit’s car factories in the late 1960s and early 1970s. Forty years onwards, in 2009, it seems that it might very well be *the car industry itself* and with it the whole American economy in the Midwest that goes down the drain – if the federal government doesn’t save it with massive funds.

Who will get these funds and what will they be used for? Will it be business as usual, i.e., the corporations and their managers pocketing the government’s subsidies while the workers will have once more to tighten their belt to save “their” company, or will there be some sort of democratic and even grassroots control? And how does all this relate to the historical development of a Detroit that lost half of its population in fifty years from an almost white and rich city to an almost black city which has long been fighting for its very survival?

4 PROSEMINARE

Given the present crisis, the answer to the question history professor Heather Thompson asks in her appropriately titled book *Whose Detroit?* will be relevant for the future of race relations and the power of workers to control their destiny, not only in Detroit, but in all of the United States and in fact, the whole world.

Texts: Heather Ann Thompson, *Whose Detroit. Politics, Labor, and Race in a Modern American City*, Cornell University Press, Ithaca 2001, € 18,99.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).

Film Noir: The Darker Side of U.S. Society

Dr. D. Fischer-Hornung Monday 09:15 – 11:30 110 2 hrs.

Film noir reflects the post-WW II sense of anxiety, pessimism, and suspicion based on the Cold War and threat of nuclear annihilation. It is not strictly a genre, mood, style, point-of-view but is often associated with the crime and gangster films as well as detective and mystery genre. Its expressionistic lighting, disorienting editing, skewed camera angles, and unbalanced compositions reflect existential sensibilities, the dark side of human nature in general and U.S. society in particular.

Conflicted hard-boiled detectives, cops, gangsters, government agents, petty criminals, and murderers as well as mysterious, duplicitous, gorgeous, unloving, predatory, manipulative *femme fatales* and desperate women populate these films.

What does film noir tell us about U.S. society in the 1940s and 1950s? And what can we conclude from the continuous revival of the genre to the present day? We will be watching selections from classic film noir as well as several more contemporary neo-noir productions: *The Maltese Falcon* (1941); *Double Indemnity* (1944); *Mildred Pierce* (1945); *The Big Sleep* (1946); *The Blue Dahlia* (1946); *The Blue Gardenia* (1953), *Touch of Evil* (1958); *Chinatown* (1974); *Blade Runner* (1982), *LA Confidential* (1997); and *The Black Dahlia* (2006).

Texts: A reader will be available on the reserve shelf in the library.

Course requirements: Regular attendance and active participation (2 CP), course preparation/homework assignments (2 CP) and final exam (2 CP)

A Special Relationship: Anglo-American Encounters in Literature and Film

Dr. B. Hirsch Monday 14:15 – 15:45 110 2 hrs.

Description see page 35.

Postcolonial Theory and Literature: Diaspora Studies

Dr. D. Fischer-Hornung Monday 14:15 – 15:45 122 2 hrs.

Description see page 36.

5 Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang – 8 credit points (CP)

Master Hauptfach: Advanced Studies in English Linguistics, Graduate Studies in English Linguistics
Master Begleitfach: Advanced Seminar in English Linguistics

Contrastive Phonology (English-German)

Priv.-Doz. Dr. R. Raffelsiefen Wednesday 09:30 – 11:00 110 2 hrs.

Regarding their phonological systems languages could differ in three respects: (i) they could have different inventories of contrastive units (phonemes), (ii) they could have different rules for organizing the phonemes into larger prosodic constituents like syllables and feet, and (iii) they could differ with respect to the processes affecting the phonetic realization of the phonemes (allophony). The emphasis of this course is on (ii). German phonology will be discussed to highlight the peculiarities of English.

Texts: All reading and exercises will be made available in class.

Course requirements: Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Participation in an additional exercise course on Wed, 13.15-14.00, room 108, is highly recommended.

The English Bible

Prof. B. Glauser Monday 11:15 – 12:45 114 2 hrs.

There has been a continuous tradition of translating the Bible into English since Old English times, and a comparative discussion of these translations documents linguistic as well as cultural and attitudinal changes (not to mention problems of translation). The aim of this seminar is thus to provide a very specific ‘history of English’ (ideal for an oral exam topic), concentrating in depth on one particular text. We shall try to deal with approaches as different as Old English ‘serenity’, Early Modern English ‘conservativeness’ and the 20th century feminist approach.

Texts: By way of preparation please read Bruce M. Metzger. *The Bible in Translation* (Grand Rapids, 1961).

Course requirements: Basic knowledge of Old-, Middle- or Early Modern English; Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Construction Grammar

Dr. M. Isermann Thursday 16:15 – 17:45 116 2 hrs.

What do speakers of a language have to know in order for them to be able to use the language successfully? Generations of linguists and students alike have been trained to respond to one of the most fundamental questions in linguistics by pointing to the lexicon, the inventory of words, and to grammar, the list of rules for the combination of lexical items into larger expressions. For representatives of construction grammar, one of the more recent developments in linguistics which goes back to the work of Charles Fillmore and Paul Kay, the answer is markedly different: it is only constructions that we have to know. In construction grammar, there is, then, no difference in principle between what it means to know a word (its meaning, pronunciation, stress and syntactic category) and what it means to know, say, the transitive construction or a sentence (its meaning, pronunciation, semantic roles and syntactic structure). Hence, constructions, not words, are the fundamental units of language. Sentences and words are just the two extremes of what constructions can look like. In the first part of the course, we will be concerned with the basic ideas and terms used in construction grammar. In the second part, we will try and provide our own constructional descriptions in extended group work.

Texts: A reader will be provided by the beginning of the semester. As a suitable preparation, I recommend to brush up on your grammar skills with the brief *Introduction to English Syntax* by Jim Miller, 2nd ed. 2008, published in the accessible Edinburgh Textbooks on the English Language series.

Course requirements: Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Approaches to World Englishes: Paradigms, positions, perspectives

Dr. F. Polzenhagen Thursday 09:15 – 10:45 112 2 hrs.

In this course, we will have a look at different strands that may be distinguished within the broad field of research on World Englishes. These strands are rooted in quite different linguistic and philosophical traditions and they are characterised by the specific perspectives they take on the varieties of English spoken in the world, be it natively (inner-circle English), as second-language varieties (outer-circle English) or as a foreign language (expanding-circle English). Some take a more narrowly descriptive approach either in terms of linguistic features or with a focus on linguistic situations. Others take a critical-linguistic perspective highlighting issues of colonial and post-colonial ideologies and of globalisation. Further established research strands include corpus linguistics and pidgin and creole studies. More recently, the cognitive-linguistic paradigm is being applied to the New Englishes, which yields yet another perspective on these varieties, focussing, *inter alia*, on underlying culture-specific conceptualisations. Each of these strands will be introduced in terms of its theoretical outlook and will be illustrated by representative case studies. The case studies we will deal with in the course cover a broad range of varieties of English including English English, General American English, Cockney,

Estuary English, West African English and Pidgin English, and Hong Kong English. In the last part of the course, we will critically review the current debate on the role of English in various settings. Here, we will address inner-circle debates (the “English-Only movement” and the “Ebonics” controversy in the USA), outer-circle debates (positions vis-à-vis post-colonial English) and expanding-circle debates (English in Europe).

Texts: A reader with the course material and a course script will be available

Course requirements: Regular attendance (1 CP), regular preparation / homework assignments (3 CP), oral presentation (1 CP), term paper (3 CP).

Linguistics and Foreign Language Teaching

Dr. N. Nesselhauf Wednesday 11:15 – 12:45 112 2 hrs.

In this seminar, we will explore the various ways in which linguistics can make important contributions to the field of Foreign Language Teaching – naturally with a focus on ELT (English Language Teaching). The spectrum of topics to be covered ranges from mainly usage-based descriptions of the English language (with an emphasis on phraseology) to contrastive analyses of the target language and the learners’ native language, to investigations into learner production and theories of second language learning. More recent developments such as the use of corpus-linguistic methods both in the language classroom (in an approach known as “data-driven learning”) and for the correction of learner production by non-native teachers will also be discussed.

For their seminar papers, students will be expected to carry out their own small research projects.

To register for the course, please sign up on the list outside office 232.

Texts: Macaro, Ernesto (2005). *Teaching and Learning Second Languages: a Review of Recent Research*. New York and London: Continuum.

Mukherjee, Joybrato (2002). *Korpuslinguistik und Englischunterricht. Eine Einführung*. Frankfurt etc.: Lang.

Course requirements: Regular attendance (1 CP), course preparation (3 CP), oral presentation (1 CP), seminar paper (in English, deadline 15 August 2009; 3 CP).

Slips of the Tongue

Prof. B. Glauser Friday 09:15 – 10:45 122 2 hrs.

Looking at slips of the tongue can be like looking through a window into the workings of the human brain. The aim of this seminar is thus to find out what psycholinguists have to say about how language ‘works’ by dealing with those speech errors extant in the literature, if possible also with our own.

Texts: By way of preparation please read Aitchison, Jean. *Words in the Mind. An Introduction to the Mental Lexicon*. 2nd ed. (Oxford 1994)

Course requirements: Zwischenprüfung, PSII;

Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Gender in Public Discourse

Priv.-Doz. Dr. S. Kleinke Wednesday 14:15 – 15:45 108 2 hrs.

Linguistic gender studies are concerned with the socio-linguistic variation associated with speakers' gender, the construction of gender identities and gender-related stereotypes. Therefore the representation of women and men in public discourse has always been an important topic in gender research. During this course we want to look at what the popular images of women's and men's language are, how they relate to gender-related differences in natural language use, and in what ways gender-related stereotypes are constructed and perpetuated. In order to do so we will analyse texts from different areas of public discourse (proverbs, jokes, media discourse, fictional and non-fictional texts). The course will be organised as a workshop. Each participant is expected to present a short practical research paper for discussion in class.

A list of topics for term papers and a detailed reading list will be provided in the first session.

Registration: <anmeldung.kleinke@gmail.com>

Texts: Recommended for introductory reading:

Graddol, David; Swann, Joan (1992): *Gender Voices*. Oxford. Chapters 1 and 6.

Course requirements: Regular attendance and active participation in class (1 CP + 2 CP V/N), oral report (2 CP), short practical research paper (3 CP).

5.2 Hauptseminar Literaturwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang – 8 credit points (CP)

Master Hauptfach: Advanced Studies in Literature, Graduate Studies in Literature

Master Begleitfach: Advanced Seminar in Literature

Violence in Shakespeare: *Macbeth*, *The Taming of the Shrew*, *The Merchant of Venice* (fortnightly course)

Priv.-Doz. Dr. A. Kreis-Schinck Friday 09:00 – 12:15 115 2 hrs.

There is not a single Shakespearean play without violence. One of the aims of this course will therefore be to substantiate my claim in relation to the culture of violence Shakespeare found himself in.

On the other hand, the ubiquity of the topic requires a focus. We will concentrate on three plays in which different forms of violence are juxtaposed with the question of gender. We will, however, go beyond a lot of contemporary theory that sees aggression exclusively in male and victimisation in female terms. Instead, our focus will be on how women characters, amidst a sea of patriarchal violence, try to transgress and subvert the position of the victim.

Registration: For registration, contact me by e-mail <a.kreis@goldnet.ch> or phone 0041 449263275.

Requirements: Students wishing to participate must have read the three plays (preferably in a recent edition) before the beginning of term.

Regular attendance (1 CP), regular homework assignments (3 CP), oral presentation (1 CP), term paper (3 CP).

Metaphysical Poetry

Prof. P. Schnierer Monday 09:15 – 10:45 108 2 hrs.

The first half of the seventeenth century brought forth a range of extremely interesting poets: Donne, Herbert, Crashaw, Vaughan, Marvell are just some of the big names. While their work is varied and even experimental, it is coherent enough to have earned them the collective title of Metaphysical Poets. In this seminar for advanced students, we will read many of their texts in order to do three things: (1) establish our own working definition of “metaphysical”, (2) situate these poems in the context of seventeenth-century literature, and (3) trace the tradition of metaphysical poetry to our own age. Please acquire Helen Gardner’s anthology *The Metaphysical Poets*, Penguin, 1957 (frequently reprinted).

Registration: All students who will have registered an interest in this class by the end of January will be considered. Preference will be given to those who still need a Hauptseminarschein according to our department’s database.

Course requirements: Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Literature and Memory: Individual and Collective Memory in British Novels after the Second World War

Prof. V. Nünning Tuesday 09:15 – 10:45 112 2 hrs.

Memory studies are burgeoning both in Europe and the U.S. In this interdisciplinary venture, disciplines such as the neurosciences, psychology, history, and the study of the arts are prominent. In this seminar, however, we will try to make ourselves familiar with the most important concepts of the study of memory and explore the role of literature in this context.

In what ways does literature represent the workings and functions of memory? Is it only by way of content or are specific narrative conventions important as well? What is the function of narrative as far as the construction of memory and identity is concerned? Are some subgenres more apt to explore the workings of memory than others? And what is the relation between individual and collective memory? We will be particularly (but not only!) concerned with the following novels, which should be read before the seminar begins:

Registration: For registration, please select and shortly comment on three passages from *Remains of the Day* that are particularly typical of Stevens in terms of (conscious or unconscious) self-characterisation. You should compose a short essay of 1500-2000 characters, which has to be submitted by February 16th 2009 to the following address:

<Vera.Nuenning@urz.uni-heidelberg.de>.

Texts: Kazuo Ishiguro, *The Remains of the Day* (1989); Jane Urquhart, *The Underpainter* (1997); Julian Barnes, *England, England* (1998); Michael Frayn, *Spies* (2002); Sarah Paretsky, *Blacklist* (2003).

5 HAUPTSEMINARE

Course requirements: In addition to regular attendance and active class participation (1 CP) and preparation/homework time (3 CP), participants will be expected to make an oral presentation (plus a handout) (1 CP) and write a ‘Hauptseminararbeit’ (3 CP) if they want to receive a ‘Hauptseminarschein’.

Modernist British Fiction

Dr. K. Frank Tuesday 09:15 – 10:45 114 2 hrs.

In the first decades of the 20th century, British society is faced with the acceleration of numerous changes that have already begun to surface during Victorian times. Established beliefs and certainties about the physical world, the humanist subject, social structures and the ability of language to convey meaning are called into doubt. The pace of life is felt to be quickening, perceptions of space are being changed by new means of travel and communication. These developments in the way the world and the individual are seen, combined with a feeling that the traditional ways of novel-writing have begun to lose their impact, cause an emerging generation of novelists to introduce new topics and to experiment with original ways of narrating. In this seminar, we will explore these social and philosophical issues as well as theoretical debates about art and literature. On this basis we will discuss several short stories and three novels: Joyce’s *A Portrait of the Artist as a Young Man*, Woolf’s *To the Lighthouse* and Beckett’s *Murphy* as a late modernist variant.

Texts: A useful introduction: Peter Childs, *Modernism* (London: Routledge, 2004). A reader with the short stories and theoretical texts will be provided. Please get the Penguin Classics editions of James Joyce, *A Portrait of the Artist as a Young Man* and Virginia Woolf, *To the Lighthouse* and the Calder Modern Classics edition of Samuel Beckett, *Murphy*.

Course requirements: Regular attendance and active participation in class discussions (1 CP), reading and preparation (3 CP), oral presentation (1 CP) and written term paper (3 CP).

Deconstructions – Theory, Literature, Film

Dr. S. Herbrechter Thursday 11:15 – 12:45 110 2 hrs.

What’s wrong with deconstruction, and why do people say such bad things about it? Let’s be honest. “Deconstruction” is one of those terms that even though you might have looked it up in a dictionary you’re still not quite sure what it means or whether it can do anything for you. The situation is not helped by the fact that many people seem to use it either entirely negatively, in the sense of “undoing”, or else, almost interchangeably with “critique”. This seminar hopes to make deconstruction somewhat less daunting and more “useful”. We’ll be reading about deconstruction but we’ll also be “doing” deconstructions, i.e. we’ll be performing deconstructive readings of a variety of texts (literature, philosophy, film etc.). We’ll also be discussing the impact deconstruction has made and continues to make, its political and ethical implications and also its futures. A major focus will be on Jacques Derrida’s writings of course – we’ll be reading some of the “seminal” texts and hopefully see the movie as well. However, we’ll also look at other “varieties” or “styles” of deconstruction (e.g. Paul de Man, Judith Butler, Homi Bhabha etc.).

Texts: In terms of preparation it might be worth looking at some of these:

Derrida, Jacques (2007) *Basic Writings*, ed. Barry Stocker, London: Routledge.
Derrida, Jacques (1992) *Acts of Literature*, ed. Derek Attridge, London: Routledge.
Kamuf, Peggy, ed. (1991) *A Derrida Reader – Between the Blinds*, New York: Columbia UP.
McQuillan, Martin, ed. (2000) *Deconstruction: A Reader*, Edinburgh: EUP.
Deutscher, Penelope (2005) *How to Read Derrida*, London: Granta.
Norris, Christopher (1987) *Derrida*, London: Fontana.
Rapaport, Herman (2003) *Later Derrida: Reading the Recent Work*, London: Routledge.
Reynolds, Jack and Jonathan Roffe, eds. (2004) *Understanding Derrida*, London: Continuum.
Royle, Nicholas (2003) *Jacques Derrida*, London: Routledge.
Smith, James K. A. (2005) *Jacques Derrida – Live Theory*, London: Continuum.
Stocker, Barry (2006) *Derrida on Deconstruction*, London: Routledge.

Course requirements: Regular attendance (1 CP), regular homework assignments (3 CP), presentation (1 CP), term paper (3 CP).

Work and Leisure in American Literature and Culture, 1865-1914

Prof. D. Schloss Thursday 14:15 – 15:45 122 2 hrs.

After the Civil War, the United States developed rapidly into a modern industrial urban society. In this interdisciplinary course team-taught by a historian and a literary scholar, we will discuss different aspects of this modernization process and their effect on American thinking about culture and civilization. We will analyse the processes of modernization not so much by attending to the narratives of modern historiographers but by closely analysing contemporary documents, pamphlets, treatises, and literary texts. The course will be divided into four sections: I) Industrialism, Capitalism, and Entrepreneurship; II) Labor and Related Phenomena; III) Politics and the State; and IV) Wealth, Leisure, Culture. Among the literary works to be studied (partly in excerpts) are Theodore Dreiser's *The Financier*, Upton Sinclair's *The Jungle*, and Henry James's *Daisy Miller*. In addition, we will discuss texts by William Graham Sumner, Jacob Riis, Frank Roney, W.E.B. DuBois, Jane Addams, Frances Willard, Andrew Carnegie, and Thorstein Veblen. One of the general questions that will guide us concerns changes in the concepts of work and leisure. What happens to the American work ethic in the reformist discourses on industrial labor? How can one explain the new appreciation of wealth and leisure in the literary texts of the period? In how far do these different discourses draw on new (or newly revived) concepts of human self-fulfilment? What is the place of culture in the debates about work and leisure?

Note: This course will be taught by Professors Robert W. Cherny (San Francisco State University) and Dietmar Schloss (University of Heidelberg) and is also directed at the students in the M.A. Program of the Heidelberg Center for American Studies.

Texts: Background reading: Relevant sections in Carol Berking, Christopher L. Miller, Robert W. Cherny, and James L. Gormly, *Making America: A History of the United States*. Fifth Edition (Boston: Houghton Mifflin, 2007). This book will be placed on the Apparate shelf. A complete

5 HAUPTSEMINARE

reading list will be available by the beginning of March. In addition, we will assemble a reader containing the shorter texts.

Course requirements: Regular attendance (1 CP), regular homework assignments (3 CP), presentation (1 CP), term paper (3 CP).

The Spiritual and the Practical: Literary Intellectuals in Nineteenth-Century American Society

Prof. D. Schloss Monday 14:15 – 15:45 108 2 hrs.

In *Democracy in America*, Alexis de Tocqueville predicted that artists, writers, and men of letters would have a hard time in the United States. Unlike in Europe, where the members of the literary class were able to rely on aristocratic patrons (the artists and writers had supplied the ruling class with intellectual expertise and ‘embellished’ its rule), in the United States they would have to fend for themselves (in the free market), trying to attract a hard-working, practically-minded population to their ‘useless’ wares. When Tocqueville’s book came out in 1838, the movement of Transcendentalism was in full steam – a movement that is considered today as America’s first great secular intellectual school. At around the same time, Poe, Hawthorne, and Melville – i.e., writers who are seen as the founders of a great American literary tradition – began their publishing careers. Was Tocqueville wrong?

In this class, we will investigate the place of the intellectual and literary writers in nineteenth-century America. We will look at how the larger American society perceived the literary class, as well as how the members of this class perceived themselves. What are we to make of the apparent tension between mainstream society and literary intellectuals? Is the literary culture in modern democracy by necessity an ‘adversarial culture,’ as some have argued, or is the oppositional attitude adopted by many members of the literary class a ‘style’ that makes the literary wares and their producers attractive in the capitalist market? We will discuss essays by Emerson (“American Scholar” and “The Transcendentalists”), excerpts from Thoreau’s *Walden* (“Economy”), and fictions by Nathaniel Hawthorne (*The Blithedale Romance*), Herman Melville (*Bartleby the Scrivener*), and Henry James (*The Bostonians*).

(Participating students will be invited to attend a conference on the subject of literary intellectuals in nineteenth-century America to be held at the Internationales Wissenschaftsforum Heidelberg in July 2009.)

Texts: *The Norton Anthology of American Literature*, ed. by Nina Baym et al. (Volume B and C of the 7th edition or Volume 1 of earlier two-volume editions);

Henry James, *The Bostonians*, ed. by R.D. Gooder (Oxford World’s Classics); and

Nathaniel Hawthorne, *The Blithedale Romance*, ed. by Tony Tanner (Oxford World’s Classics).

Course requirements: Regular attendance (1 CP), regular homework assignments (3 CP), presentation (1 CP), term paper (3 CP).

6 Kolloquien

Kein Scheinerwerb

Examenskolloquium

Prof. V. Nünning Dienstag 11:15 – 12:45 112 2 st.

In diesem Kolloquium wird Wissen vermittelt, das für die Examensvorbereitung (für Magister- und Lehramtskandidaten) von Relevanz ist. Es wird – jeweils anhand von konkreten Beispielen – erörtert, was relevante Fragestellungen für Abschlussarbeiten sind und wie diese aufgebaut sein sollten, welche Themen sich für mündliche Prüfungen eignen, wie man sich auf mündliche und schriftliche Prüfungen vorbereitet, und welches ‚Überblickswissen‘ eine notwendige Voraussetzung für mündliche Examina darstellt. Da eine gute Vorbereitung für eine Prüfung bereits mit der Auswahl von Lehrveranstaltungen im Hauptstudium beginnt, sind auch Teilnehmer und Teilnehmerinnen willkommen, die noch nicht alle Scheine erworben haben.

Examenskolloquium Linguistik

Prof. B. Glauser Dienstag 14:15 – 15:45 108 2 st.

Dieses Kolloquium bereitet auf die schriftlichen und mündlichen Abschlussprüfungen in der Linguistik vor. Anhand geeigneter Texte und Übungsmaterialien werden die Kernbereiche der anglistischen Sprachwissenschaft diskutiert. Neben diesem allgemeinen Prüfungswissen werden auch Schwerpunktthemen der TeilnehmerInnen berücksichtigt.

Scheinerwerb: Aktive Vorbereitung und Mitarbeit werden erwartet

Kolloquium für Examenskandidaten

Prof. P. Schnierer Donnerstag 11:15 – 12:45 114 2 st.

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Magisterprüfungen dienen und wird sich demnach an Ihren Themen, insbesondere denen Ihrer mündlichen Prüfungen, orientieren. Ein *mock exam* ist ebenso geplant wie individuelle Beratung bei der Konzeption und Organisation Ihrer Prüfungsthemen.

Anmeldung : ab sofort in Raum 212, am liebsten in meiner wöchentlichen Sprechstunde (Do 10 c.t. – 11).

Exam Preparation

Priv.-Doz. Dr. R. Raffelsiefen Friday 11:15 – 12:45 122 2 hrs.

The purpose of this course is to assist students with their preparation for their final exams. There are no requirements.

7 Oberseminare

8 credit points (CP)

Master Hauptfach: Graduate Studies in English Linguistics, Graduate Studies in Literature

Recent Developments in Literary Criticism

Prof. P. Schnierer Thursday 14:15 – 15:45 114 2 hrs.

This is a seminar dedicated to theses in the making. If you are currently writing (or about to commence) a *Zulassungsarbeit*, an M.A. thesis or a Ph.D. thesis, this is the forum for you. We will discuss ongoing research and try to establish a structure that gives mutual support, help and encouragement.

Registration: Registration is open from the moment you read this. Come and see me in room 212 (Thursdays at 10.15 or at any time my door is open). Prior participants in one of my Oberseminare may mail to <pps@urz.uni-heidelberg.de>.

Course requirements: Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Oberseminar (Blockseminar)

Prof. V. Nünning Freitag 09:15 – 12:45 112 2 st.

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden und M.A.-Studierende in höheren Semestern der anglistischen und amerikanistischen Literaturwissenschaft. Im Mittelpunkt stehen die Diskussion grundlegender Probleme, die sich beim Verfassen einer literaturwissenschaftlichen Dissertation oder M.A.-Arbeit ergeben, sowie ausgewählte Theorien (etwa feministische Narratologie) und Themen.

Anmeldung: Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

Scheinerwerb: Regelmäßige Anwesenheit und Mitarbeit (1 CP), Vor-/Nachbereitung (3 CP), Referat (1 CP), Hausarbeit (3 CP).

8 Examensvorbereitung

Kein Scheinerwerb

8.1 Sprachwissenschaftliche Repetitorien

Kolloquium für Examenskandidaten

Priv.-Doz. Dr. S. Kleinke Donnerstag 09:15 – 10:45 110 2 st.

Die Veranstaltung wendet sich an Studierende des Hauptstudiums und vor allem an Examenskandidaten (Magister, Staatsexamen). Sie gibt ihnen Unterstützung bei der Auswahl und Vorbereitung von Wahlgebieten für das Examen. Im ersten Teil jeder Sitzung werden überblicksartig die einzelnen Teilbereiche der Linguistik dargestellt und diskutiert. Im Anschluss daran werden jeweils Fragen beantwortet, die in Examina vorkommen könnten, und entsprechende Übungsaufgaben gelöst. Die jeweiligen Übungen und Aufgaben sind für jede Sitzung vorzubereiten.

Anmeldung: <anmeldung.kleinke@gmail.com>

Text: Kortmann, Bernd (2005): *English Linguistics: Essentials*. Berlin. Cornelsen. (Zur Anschaffung empfohlen).

The Structure of Present-Day English

Dr. M. Isermann Monday 16:15 – 17:45 108 2 hrs.

One part of the objective of this course is to provide students with an opportunity to prepare for the exam Rahmenthema of the same title. The other is to assemble, brush up, and supplement the fragmented bits and pieces of linguistic knowledge that have accumulated during the years of study in such a way that students feel confident about their knowledge of linguistics and are able to tackle practical linguistic problems. The topics dealt with very much overlap with those covered by the Introduction to Linguistics, i.e., presentations, discussions and exercises will focus on the core linguistic disciplines.

Note: There will be no Structure of PDE course next semester.

Registration: No registration required. Everybody welcome.

Texts: A Reader containing the texts to be studied and discussed will be available by the beginning of term. Exercise sheets and additional material can be downloaded from ESEM.

Course requirements: Staatsexamen and Magister candidates are advised to also take the related 'Übungen Modern English Structure' (Mo 18.00-18.45)

Examination Preparation: Middle English

Prof. J. Insley Thursday 14:15 – 15:45 116 2 hrs.

The aim of this course is to act as preparation for the written examination (Staatsexamen/Magister) in Middle English and to prepare examination candidates for Middle English as part of the oral examination. Middle English phonology, morphology, dialectology and lexis will be treated in some detail and selected texts (mainly Chaucer, but also texts from other dialects).

Registration: <john.insley@as.uni-heidelberg.de>

Texts: A literature list will be distributed in the first session.

8.2 Text in Context

Dieser Veranstaltungstyp ist besonders geeignet für Examenskandidatinnen und -kandidaten. Die angemessene Vorbereitung auf die Spezialgebiete im Staatsexamen oder in der Magisterprüfung verlangt die Fähigkeit, ein Werk in seiner literaturgeschichtlichen Zugehörigkeit und in seinem kulturellen und sozialgeschichtlichen Kontext zu deuten. Demgemäß bieten die als Lektürekurse konzipierten Veranstaltungen Ihnen einen Rahmen, innerhalb dessen Sie Ihre eigenverantwortliche Beschäftigung mit den Texten einer Epoche durch Präsentation und Diskussion vertiefen können. Behandelt werden exemplarisch ausgewählte Werke der jeweiligen Epoche auf der Basis der „Lektüreliste zur Vorbereitung auf die Interpretationsklausur im Staatsexamen“ (vgl. *Studienführer* Seite 57-61). Neben der interpretatorischen Arbeit werden auch Hilfsmittel und Wege zur Erschließung größerer Zusammenhänge besprochen.

American Literature: Romantic Fiction

Prof. D. Schulz Thursday 16:15 – 17:45 108 2 hrs.

The texts to be discussed are listed in our Studienführer (Section 6.2.1: Cooper, Poe, Hawthorne, Melville). – Participants will be expected to prepare a short oral presentation.

Registration: No registration.

8.3 Vorbereitungskurs für Examenskandidaten

Translation into English for Exam Candidates

K. Henn Monday 14:15 – 15:45 114 2 hrs.

K. Henn Monday 16:15 – 17:45 114 2 hrs.

D. O'Brien Tuesday 11:15 – 12:45 108 2 hrs.

D. O'Brien Tuesday 16:15 – 17:45 108 2 hrs.

This course will prepare you for *Klausur I* of the *Staatsexamen*. Each week we translate and correct past examinations, concentrating on some of those areas that cause you most difficulty when it comes to translation. You will have the opportunity to have homework corrected and graded on a regular basis. The course will conclude with a mock exam.

Note: The course is only open to students taking their exams at the end of this term.

9 Grundlagenkolloquien

8 credit points (CP)

9.1 Grundlagenkolloquium Sprachwissenschaft

Master Hauptfach: Introduction to Research in English Linguistics

The Structure of Present-Day English

Dr. M. Isermann Monday 16:15 – 17:45 108 2 hrs.

Description see page 53.

9.2 Grundlagenkolloquium Literaturwissenschaft

Master Hauptfach: Introduction to Research in Literature

American Literature: Romantic Fiction

Prof. D. Schulz Thursday 16:15 – 17:45 108 2 hrs.

Description see page 54.

10 Sprachpraxis

10.1 Pronunciation Practice/Begleitkurs Phonetik

Anmeldung per Online-Formular erforderlich.

This is a practical class in the language lab in which you actively improve your English pronunciation. The *Begleitkurs* should be taken in the same semester as the lecture ‘Introduction to English Phonetics and Phonology’, but certainly not before the lecture. The *Schein* that you receive for passing this class is the so-called ‘Aussprachetest’. B.A. students receive 1 CP for passing this class. Sign up online for either British English (BE) or American English (AE) classes. Please note that you will lose your place in a *Begleitkurs* if you do not turn up for the first session.

Texts: You will need to obtain one of the following books for the Begleitkurs (the first for British, the second for American English pronunciation):

Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Third Edition. Heidelberg: Winter. (or second edition).

Sauer, Walter. 2006. *American English Pronunciation: A Drillbook*. Third Edition. Heidelberg: Winter. (or second edition).

Bachelor-Modul	Studiengang/Semester
Phonetics	25% Sprachwiss., 25% Literaturwiss. oder 25% Kulturwiss. 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

1.0 credit point (CP)

Pronunciation Practice/Begleitkurs Phonetik BE

M. Zier Wednesday 08:15 – 09:00 ZSL 2 hrs.
M. Zier Wednesday 09:15 – 10:00 ZSL 2 hrs.
M. Zier Wednesday 10:15 – 11:00 ZSL 2 hrs.
M. Zier Wednesday 11:15 – 12:00 ZSL 2 hrs.
M. Zier Friday 10:15 – 11:00 ZSL 2 hrs.
M. Zier Friday 11:15 – 12:00 ZSL 2 hrs.

Pronunciation Practice/Begleitkurs Phonetik AE

Die Termine der Begleitkurse standen am Redaktionsschluss dieses Dokuments (10.1.2009) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

10.2 Grammar/Grammar and Style I

Anmeldung per Online-Formular erforderlich.

The aims of this course are twofold: to help you use tense and aspect correctly, and to help you identify typical errors and explain your corrections. Almost all the classes (regular attendance: 1 CP) will be based on homework set the week before (estimated homework time: 2 hours per week, 1 CP). Your grade will be based on a centralized exam at the end of the course (1 CP).

Bachelor-Modul	Studiengang/Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3.0 credit points (CP)

C. Burmedi	Monday 09:15 – 10:45	122	2 hrs.
K. Henn	Tuesday 14:15 – 15:45	116	2 hrs.
K. Henn	Tuesday 16:15 – 17:45	116	2 hrs.
D. O'Brien	Wednesday 09:15 – 10:45	122	2 hrs.
K. Pfister	Thursday 09:15 – 10:45	114	2 hrs.
K. Henn	Thursday 11:15 – 12:45	108	2 hrs.
K. Pfister	Friday 09:15 – 10:45	113	2 hrs.
K. Pfister	Friday 11:15 – 12:45	113	2 hrs.

10.3 Grammar and Style I for Repeat Students

Only students who have failed Grammar 1 in a previous semester may register for this course! Students in the Repeat Course will be asked to approach the learning materials with more self-reliance than in the original course. They will be expected to review the Grammar 1 handouts and formulate questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type exercises.

Bachelor-Modul	Studiengang/Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3.0 credit points (CP)

C. Burmedi	Tuesday 09:15 – 10:45	122	2 hrs.
C. Burmedi	Tuesday 11:15 – 12:45	122	2 hrs.

10.4 Writing/Writing I

Anmeldung per Online-Formular erforderlich.

This is a pre-essay-writing course in which you will learn to compose well-structured and varied sentences. The course will deal with sentence elements and functions, coordination and subordination, non-finite and verbless clauses, relative clauses and the noun phrase, and thematization. Emphasis will be placed on both analysis and production. Exercise types will include error detection and correction and elementary paragraph production.

Note: You should have passed Grammar/Grammar and Style I to register for this course!

Bachelor-Modul	Studiengang/Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3.0 credit points (CP) (regular attendance: 1 CP, homework time: 1 CP, exam: 1 CP)

Dr. L. Holt	Monday 09:15 – 10:45	116	2 hrs.
Dr. L. Holt	Monday 11:15 – 12:45	116	2 hrs.
Dr. L. Holt	Monday 14:15 – 15:45	116	2 hrs.
D. O'Brien	Tuesday 09:15 – 10:45	116	2 hrs.
K. Henn	Tuesday 11:15 – 12:45	116	2 hrs.
B. Gaston	Wednesday 09:15 – 10:45	112	2 hrs.
D. O'Brien	Wednesday 11:15 – 12:45	122	2 hrs.
B. Gaston	Wednesday 14:15 – 15:45	122	2 hrs.
B. Gaston	Wednesday 16:15 – 17:45	122	2 hrs.

10.5 Translation into English/Translation I

Anmeldung per Online-Formular erforderlich.

This course is intended to be taken after Grammar/Grammar and Style I, and after or alongside Writing/Writing I. The course deals with contrastive problems for native speakers of German, concentrating, typically, on problems of grammar rather than vocabulary. Typical problem areas are: conditionals, modality, reported speech, adverbs/adjectives, gerund/infinitive, word order. The German texts that are translated will usually have been adapted in order to concentrate on these problem areas.

Bachelor-Modul	Studiengang/Semester
Translation and English in Use	75% 1.-3. Semester

3.0 credit points (CP) (regular attendance: 1 CP, homework time: 1 CP, exam: 1 CP)

B. Gaston	Monday 14:15 – 15:45	115	2 hrs.
P. Bews	Tuesday 14:15 – 15:45	112	2 hrs.
P. Bews	Tuesday 16:15 – 17:45	112	2 hrs.
K. Pfister	Wednesday 09:15 – 10:45	113	2 hrs.
A. Mau	Thursday 09:15 – 10:45	115	2 hrs.
A. Mau	Thursday 11:15 – 12:45	115	2 hrs.

10.6 English in Use

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul	Studiengang/Semester
English in Use	25% Sprachwissenschaft, 3.-5. Semester
English in Use	25% Literaturwissenschaft, 3.-5. Semester
English in Use	25% Kulturwissenschaft, 3.-5. Semester
Translation and English in Use	75% 1.-3. Semester

3.0 credit points (CP)

Academic Discourse

Dr. L. Holt Tuesday 09:15 – 10:45 333 2 hrs.

Have you ever found yourself tongue-tied in an academic discussion? Suspected that your English is getting in the way of expressing your thoughts and ideas in a university seminar? Then this course is for you.

This course will focus on developing the vocabulary, discussion and presentation skills necessary for participating in academic discussions, whether in seminar coursework or at academic conferences. The course proceeds from the assumption that language, content and style are inextricably connected; therefore, we will analyze both the content and linguistic features of academic discourse in literature, poetry and film. You will be evaluated on the basis of written work, one presentation on a topic of your choice, and the quality and quantity of your participation in class discussions.

Course requirements: Regular attendance (1 CP), course preparation/homework assignments (1 CP), examination (1 CP).

Translation into German

N. Jeck Wednesday 11:15 – 12:45 115 2 hrs.
N. Jeck Wednesday 14:15 – 15:45 115 2 hrs.

This course focuses on the translation of contemporary English and American literary texts into German. However, you will also be asked to work with other texts that are natural candidates for translation, such as newspaper and magazine articles, advertisements, brochures, instructions, menus, obituaries and so on.

Course requirements: For Erasmus and B.A. students: Regular attendance and active participation (1 CP), homework assignments (1 CP), final written exam (1 CP)

Vocabulary and Idiom

D. O'Brien Thursday 09:15 – 10:45 116 2 hrs.

The aim of this course is to help you expand and enrich both your active and passive vocabulary. You will begin by briefly familiarising yourselves with your dictionaries and then go on to look at such areas as *word formation, semantic fields, phrasal verbs, idioms, false friends, and register and style*. In addition, we will deal with various topic areas each week (*politics, personal finance, books, the media, education, health, and sport* to mention just a few) by means of exercises and newspaper articles. The emphasis of the course will be on practical work – you will be confronted with a myriad of exercises to do at home and in class.

If you enjoy words and language, if you are the type of person who gets sidetracked when using a dictionary, then this is the course for you.

Texts: A good up-to-date learner's dictionary (Longman DCE, Oxford ALDE, Collins Cobuild etc.) which you should bring to class each week.

Course requirements: Regular attendance (1 CP), regular preparation and completion of homework assignments (1 CP), examination (1 CP).

10.7 Advanced Writing/Writing II

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul	Studiengang/Semester
Advanced Writing and Stylistics	50% oder 75% 4.-5. Semester

4.0 credit points (CP)

Master Hauptfach: Select Issues in English Usage

Master Begleitfach: Essential Issues in English Usage

Essay Types

B. Gaston	Monday 09:15 – 10:45	112	2 hrs.
B. Gaston	Monday 16:15 – 17:45	115	2 hrs.
Dr. S. Föhr	Tuesday 09:15 – 10:45	108	2 hrs.
Dr. L. Holt	Tuesday 14:15 – 15:45	333	2 hrs.
Dr. L. Holt	Tuesday 16:15 – 17:45	333	2 hrs.
Dr. S. Föhr	Wednesday 09:15 – 10:45	108	2 hrs.
A. Mau	Thursday 14:15 – 15:45	113	2 hrs.

In this course students will have the chance to develop their language skills while learning to organize and write various types of academic essays. Starting with the development of a topic statement, students will progress through increasingly complex assignments until they are writing well thought-out, formal essays.

Course requirements: Regular attendance and active participation (1 CP), regular homework assignments (2 CP), final essay (1 CP).

Academic Writing for M.A. Students

D. Williams Thursday 14:15 – 15:45 333 2 hrs.

This course aims to provide a solid foundation in all aspects of academic writing, emphasizing clarity, structure, and style. An introduction to research, citation, and bibliographic methods will also be included. Readings will be drawn from a wide range of sources in literature, criticism, and related fields; the focus will be on pairing texts with model examples of academic prose. Students will have some say in dictating the course material. Writing assignments will be regular, and will stress the importance of revision in the writing process.

Course requirements: Students are advised to contact the instructor before the beginning of the semester.

10.8 Stylistics/Grammar and Style II

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul	Studiengang/Semester
Advanced Writing and Stylistics	50% oder 75% 4.-5. Semester

4.0 credit points (CP)

Master Hauptfach: Select Issues in English Usage

Master Begleitfach: Essential Issues in English Usage

Historical Translation

C. Burmedi Thursday 11:15 – 12:45 122 2 hrs.
C. Burmedi Thursday 09:15 – 10:45 122 2 hrs.

By pairing representative authors from various eras, we will examine stylistic elements and discuss the challenges of translating historical texts. Authors considered will include Martin Luther and Sir Isaac Watts; G.E. Lessing and Thomas Bulfinch; the Brothers Grimm and Joseph Jacob; Friedrich de la Motte-Fouqué and Wordsworth; and Friederike Schenk and Emma Holmes.

Students will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.

Course requirements: Regular attendance and active participation (1 CP), study group attendance (1 CP), homework including one 15-minute oral report (1 CP), final written exam (1 CP).

Register

P. Bews Monday 14:15 – 15:45 112 2 hrs.
B. Gaston Tuesday 14:15 – 15:45 114 2 hrs.
B. Gaston Tuesday 16:15 – 17:45 114 2 hrs.
Dr. L. Holt Wednesday 09:15 – 10:45 116 2 hrs.
Dr. L. Holt Wednesday 11:15 – 12:45 116 2 hrs.
Dr. L. Holt Wednesday 14:15 – 15:45 116 2 hrs.

There are three main areas that are looked at in this course, but they are all focused on the writing of academic prose: text analysis, headlines/journalese, and register.

Course requirements: Regular attendance (1 CP), regular homework assignments (2 CP), written exam (1 CP).

10.9 Translation II (E-G)

Anmeldung per Online-Formular erforderlich.

4.0 credit points (CP)

K. Gunkel Wednesday 09:15 – 10:45 333 2 hrs.
K. Gunkel Thursday 08:30 – 10:00 333 2 hrs.
K. Gunkel Thursday 11:15 – 12:45 333 2 hrs.
K. Gunkel Friday 08:30 – 10:00 333 2 hrs.

In this course you will learn to translate English-language literary texts into German using tools which help you reproduce for your readers the effects which the original authors create for theirs. To achieve

this aim, you will learn the limitations of word-by-word translation and the importance of contextuality. We will see that the sentence cannot be understood and translated in isolation from the paragraph nor the paragraph in isolation from the entire text. Consequently, we will acknowledge these textual relationships and base our choices as translators on a thorough literary and linguistic analysis of the originals.

Course requirements: Regular attendance and active class participation (1 CP), regular homework assignments, group project (2 CP), final exam in form of an in-class translation (1 CP).

10.10 Advanced English in Use

Anmeldung per Online-Formular erforderlich.

4.0 credit points (CP)

Master Hauptfach: Select Issues in English Usage

Master Begleitfach: Essential Issues in English Usage

Translation into English for Advanced Students

P. Bews Monday 16:15 – 17:45 112 2 hrs.

P. Bews Thursday 16:15 – 17:45 112 2 hrs.

This course is intended for all students approaching their finals (M.A. and SE) who have spent a year abroad and need practice in advanced translation. We will cover both journalistic texts as well as literary ones and the emphasis will be on producing English-sounding texts, not the mutilated language sometimes practised in the lower level course, which is more an opportunity to refresh your grammar. Here grammar is a given.

Course requirements: for M.A. students: Regular attendance and active participation (1 CP), regular homework assignments (2 CP), final written examination (1 CP).

Advanced Vocabulary and Idiom

C. Burmedi Monday 11:15 – 12:45 122 2 hrs.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English through a myriad of authentic articles and exercises to do at home and in class.

Course requirements: For Erasmus and M.A. students: Regular attendance and active participation (1 CP), 30 hour internship in an English-speaking environment (1 CP), homework including one 15-minute oral report (1 CP), final written exam (1 CP).

Creative Writing

P. Bews Thursday 18:15 – 19:45 112 2 hrs.

A warm welcome to all those who enjoy writing and wish to share their writing with others.

Please keep the evening free for socialising after class.

Course requirements: Masters Students only may receive credit as follows: regular attendance and active participation (1 CP), weekly writing assignments of 3-5 pages (2 CP), four-hour final written examination (1 CP)

11 Fachdidaktik

Anmeldung per Online-Formular erforderlich.

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

I. Sikora-Weißling Montag 14:15 – 15:45 113 2 st.

M. Fahmi Montag 16:15 – 17:45 116 2 st.

I. Sikora-Weißling Donnerstag 14:15 – 15:45 115 2 st.

I. Sikora-Weißling Donnerstag 16:15 – 17:45 115 2 st.

Da die Veranstaltung der Vorbereitung des Praxissemesters dient und mit diesem curricular eng verzahnt ist, wird dringend angeraten, sie vor dem Praxissemester zu besuchen.

Das Lehrwerk hat vor allem im Englischunterricht der Sekundarstufe I sehr große Bedeutung. Sein methodisches Konzept steuert den Sprachlehrgang, vernetzt die verschiedenen Bereiche des Lernprozesses und bündelt sie in einer Progression. Sein Ziel ist es, ein System zu schaffen, das effektives und motivierendes Englischlernen ermöglicht.

Für die Lehrerinnen und Lehrer ist es angesichts vieler Reformen und Neuerungen im Bildungssystem auch ein „heimlicher“ Lehrplan, der den Unterrichtsalltag verlässlich ordnet und die sprachliche Progression der Schüler kontrolliert.

In dieser Veranstaltung sollen eng am Lehrwerk die Prinzipien und Begriffe, die für seine Konzeption wichtig sind, untersucht werden: Ganzheitlichkeit, Schüler-, Handlungs-, Projekt- und Produktorientierung, Lernstrategien, Fertigkeitstraining und Kompetenzen, Differenzierung, Kreativität, Emotion, interkulturelles Lernen sowie auch der Erwerb von Sprachmitteln, Lexik und Grammatik.

Die gerade auf dem Markt erscheinenden Lehrwerke der neuen Generation werden unter fachdidaktischen Kriterien untersucht und evaluiert, ihr Wert für den gymnasialen Unterricht praktisch erforscht.

Eine Sitzung wird durch einen Unterrichtsversuch an einer Schule der Region ersetzt.

Texte: Lehrwerke werden gestellt.

Scheinerwerb: Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung.

Teaching Methods for Assistant Teachers

K. Henn Thursday 14:15 – 15:45 108 2 hrs.

This is a course for all those who have applied to go abroad as assistant teachers in the 2009-10 school year. After a brief introduction to the British school and exam system, the kind of level you can expect, and core communicative teaching techniques, you will be spending the semester holding short classes in speaking skills using your classmates as your students.

The idea is that by the end of the semester you will have not only gained classroom confidence and a store of ideas you can use in your teaching but also had a lot of fun and made friends with people whose floor you can sleep on in the half-term holidays.

12 Ethisch-Philosophisches Grundstudium

Nur Lehramtsstudiengang

Nostalgia and the Critique of Modern Culture

Dr. K. Frank Wednesday 11:15 – 12:45 114 2 hrs.

Description see page 40.

Writing Lives: Fictional (Auto)Biographies

Dr. C. Lusin Monday 16:15 – 17:45 113 2 hrs.

Description see page 32.

Philip Roth

Dr. E. Häußgen Wednesday 11:15 – 12:45 113 2 hrs.

Description see page 33.

13 Lektürekurse

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik Wednesday 18:15 – 19:45 333 2 hrs.

In this class, we assume the role of trend-spotters. We sample new works and publications coming out of America – in the fields of literature, film, music, media culture, politics, and thought – and try to evaluate the interests of the contemporary American public.

In the first session, we will put together the class schedule; student suggestions are always welcome. Each week we will be focusing on a new work or object – novel, film, radio show, etc. – to be introduced by one of the class participants. Reading samples will be supplied to the group in advance (via our homepage).

HOP schedules from past semesters are available online <<http://www.as.uni-heidelberg.de/hop/>>; another way to get an impression of our work is to read our book (to be published this spring). Students of all semesters are welcome.

Registration: No registration necessary.

14 Übergreifende Kompetenzen

In einem gemeinsamen interdisziplinären Lehrveranstaltungspool „Übergreifende Kompetenzen“ werden von den Instituten und Seminaren der Neuphilologischen, der Philosophischen und der Theologischen Fakultät ausgewählte Lehrveranstaltungen auch für „fachfremde“ Studierende geöffnet, die im Rahmen ihres Bachelor-Studiums Leistungspunkte aus dem Bereich der Übergreifenden Kompetenzen erwerben können. Ist die Teilnehmerzahl einer Veranstaltung beschränkt, so werden die „eigenen“ Studierenden des Faches bevorzugt aufgenommen; es empfiehlt sich also eine frühzeitige Anmeldung bzw. Nachfrage bei den Dozenten/Dozentinnen, ob noch Plätze zur Verfügung stehen.

Bitte entnehmen Sie die Informationen zur **Art des Leistungsnachweises** und zur Anzahl der zu vergebenen Leistungspunkte den kommentierten Vorlesungsverzeichnissen oder erfragen Sie diese direkt bei den Dozenten/Dozentinnen der Lehrveranstaltungen.

Grundsätzlich gilt für den Erwerb von Leistungspunkten:

- a) Die bloße Teilnahme an einer Veranstaltung reicht nicht aus – es ist auf jeden Fall ein Leistungsnachweis zu erbringen, der allerdings in der Regel unbenotet ist.
- b) Wenn Sie nicht sicher sind, ob Ihnen eine Veranstaltung, die Sie besuchen möchten, für den Bereich „Übergreifende Kompetenzen“ angerechnet werden kann, wenden Sie sich bitte an den zuständigen Studienberater desjenigen Faches, in dem die Anrechnung erfolgen soll.

Die für das aktuelle Semester gemeldeten Veranstaltungen können Sie online über LSF <<http://lsf.uni-heidelberg.de>> abfragen: über „Veranstaltungssuche“ gelangen Sie auf eine Suchmaske, in der Sie durch Anklicken von „Ja“ in der letzten Zeile „Übergreifende Kompetenzen“ und die Auswahl der drei oben genannten Fakultäten unter „Einrichtung“ den gesamten Pool abrufen können. Sollten Sie Ihre Suche einschränken wollen (z. B. auf einzelne Fakultäten oder Fächer usw.), so können Sie das durch eine spezifischere Auswahl im Feld „Einrichtung“ und/oder mit Hilfe der andern Suchkriterien tun.

Das anglistische Seminar bietet folgende Veranstaltungen an, die **von Studierenden der Anglistik nutzbar** sind.

Introduction to Cultural Studies (2): Themes and Issues

Dr. S. Herbrechter Thursday 09:15 – 10:45 108 2 hrs.

Description see page 11.

Deconstructions – Theory, Literature, Film

Dr. S. Herbrechter Thursday 11:15 – 12:45 110 2 hrs.

Description see page 48.

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik Wednesday 18:15 – 19:45 333 2 hrs.

Description see page 66.